

A
173
83

THE TRAINING OF CHURCH SCHOOL TEACHERS:
CURRENT PRACTICES IN THE UNITED
PRESBYTERIAN SYNOD OF SOUTHERN
CALIFORNIA, WITH WORKSHOP DESIGNS
FOR LEADERSHIP DEVELOPMENT

A Dissertation
Presented to
The Faculty of the
School of Theology at Claremont

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Religion

By
Reuben Rivera Batoon

June 1973

RECEIVED BY THE CLAREMONT
SCHOOL OF THEOLOGY
JUN 15 1973

This dissertation, written by

Reuben Rivera Batoon

*under the direction of his Faculty Committee,
and approved by its members, has been presented
to and accepted by the Faculty of the School of
Theology at Claremont in partial fulfillment of the
requirements for the degree of*

DOCTOR OF RELIGION

Faculty Committee

Harvey J. Seifert
Harvey J. Seifert, Chairman

Jane D. Douglass
Jane D. Douglass

Date June 1973

E. Morris Twiss

FROM THE PROOFREADER

Through a misunderstanding, this thesis was typed on paper other than the approved thesis paper. It has been accepted in this form as an economy measure.

William Richard Denton, proofreader

May 1973

833367

PART I

CURRENT PRACTICES

TABLE OF CONTENTS

LIST OF TABLES	v
--------------------------	---

PART I. CURRENT PRACTICES

Chapter		Page
I.	INTRODUCTION	1
	Statement of the Problem	1
	Purpose of the Study	4
	Assumptions of the Study	5
	Composition of the Sample.	6
	The Procedure.	7
	Related Research	9
	Analysis of the Data	11
	Limitation of the Study.	11
	Importance of the Study.	11
	Organization of the Report	12
II.	CHARACTERISTICS OF SAMPLE.	14
	Presbytery Distribution.	15
	Membership and Church	
	School Enrollment.	16
	Respondent's Position in Local Church.	16
	Professional Staff for Church	
	Education.	21
	Curriculum Utilized.	22
	Person/Group Responsible for	
	Teacher Education.	26
	Church School Schedule	28
III.	TEACHER QUALIFICATIONS DESIRED	29
	Abilities and Qualities Desired.	30
	Criteria for Teacher Selection	31
IV.	TEACHER RECRUITMENT	
	Tenure	33
	Responsibility for Recruitment	35
	Plan for Recruitment	37

Chapter		Page
V.	TRAINING AND SUPPORT FOR TEACHERS. . . .	43
	Local Church Training.	44
	Cluster Training	44
	Presbytery Training.	45
	Synod Training	45
	Ecumenical Training.	46
	Disparity of Training.	46
	Training Inside the Local Parish	48
	1) Orientation Training.	48
	2) On-the-Job Training	49
	3) Apprentice Training Program	49
	4) Department Planning Meeting	50
	5) The Workshop.	51
	6) Bible Study/Seminar	52
	7) Guided Reading.	52
	a) Religious Periodicals.	53
	b) Synod Publications	54
	c) Recommended Literature for Teachers	56
	Training Outside Local Church.	61
VI.	INNOVATIONS AND RESOURCES.	71
	Resources Used and Recommended	71
	Effective Features of Teacher Education Program.	73
	Innovations Used and Reported.	75
	Ideal Teacher Education Program.	77
VII.	SUMMARY, CONCLUSIONS, RECOMMENDATIONS. .	81
	The Purpose of the Questionnaire Study .	81
	The Procedure.	82
	Summary of Major Findings.	83
	Conclusions.	87
	Recommendations.	90
	PART II. PROPOSED TRAINING DESIGNS	
VIII.	ORIENTATION TRAINING FOR NEW TEACHERS. .	92
	Training in Group Building	93
	Our Task in Christian Education.	96
	The Persons We Teach	98
	The Environment for Teaching/Learning. .	100
	The Process of Teaching/Learning. . . .	104
	Observation/Interpretation	107

Chapter		Page
IX.	TRAINING IN THE FIVE ROLES OF THE TEACHER.	108
	Teacher's Workshop to Introduce Resources on the Five Teacher Roles. . .	109
	Sample Workshop Dealing with One of the Five Teacher Roles.	111
	The Teacher as Mediator and Interpreter of the Christian Faith . .	111
	Sample Transparencies.	114
	A Theology Quiz - Teacher as MI.	115
	Teacher's Workshop to Introduce New Mission/Stewardship Printed Resources.	116
	Teacher Self-Evaluation Checklists	118
APPENDIX		
A.	Covering Letter.	124
B.	The Questionnaire.	125
BIBLIOGRAPHY		
I.	Teacher as Director of Learning.	132
II.	Teacher as Guide and Counselor	148
III.	Teacher as Mediator and Interpreter of the Christian Faith	151
IV.	Teacher as Link with the Community	153
V.	Teacher as Participant in the Church's Teaching Ministry	155

LIST OF TABLES

Table		Page
1	Sample by Presbytery	15
2	Sample by Membership	17
3	Sample by Church School Enrollment	18
4	Membership and Church School Enrollment. . .	19
5	Church School Enrollment and Attendance. . .	20
6	Position of Respondent	21
7	Professional Staff for Church Education. . .	22
8	Curriculum Utilized.	25
9	Group/Person Responsible for Teacher Education.	26
10	Group/Person for Teacher Education	27
11	Church School Schedule	28
12	Abilities and Personal Qualities Sought For Prospective Teachers	31
13	Criteria Which Determined Selection of Current Teaching Staff.	32
14	Teacher Tenure	34
15	Recruitment by Professional Staff.	36
16	Recruitment by Lay Persons	37
17	Procedures for Recruitment of Teachers . . .	38
18	Frequency of Training.	47
19	Frequency of Department Meetings	50

Table		Page
20	Frequency of Workshop Training	52
21	Religious Journals Made Available.	54
22	Acquaintance With/Use of Synod Publication.	55
23	Books Read/Recommended	58
24	Books Recommended for Teachers	59
25	Church Journals Read Regularly	60
26	Frequency of Church Participation: Ecumenical Events.	61
27	Ecumenical Training Events Attended.	62
28	Frequency of Church Participation: Synod Events	63
29	Synod Educational Events Attended.	64
30	Frequency of Church Participation: Presbytery Events.	65
31	Presbytery Educational Events Attended	66
32	Frequency of Church Participation: Cluster Events	67
33	Cluster Events Attended.	67
34	Summary of Total Participation Outside Local Church	68

ACKNOWLEDGMENTS

My thanks and acknowledgment is extended to Dr. Paul Irwin for giving me the initial impetus to pursue this study. I will always treasure his friendship and his personal counsel.

Most of all, I am profoundly grateful to my wife, Irma, a Christian educator in her own right, and to my two sons, Jon and Paul, for their constant prodding and encouragement, without whom this study would not have been bearable.

CHAPTER I

INTRODUCTION

Statement of the Problem

The role of the volunteer teacher in the teaching ministry of the church is of crucial importance. Educators have been loud in expressing this concern:

Materials may be mediocre, facilities frugal, and learners only moderately motivated. Still the good teachers redeem the situation, and as a result significant learning occurs. On the other hand, there is abundant evidence to show that fine facilities, excellent curricula, and all the teaching aids that a technological society can muster contribute little to learning if the teacher is a dud.¹

Indeed, while possibly recognizing this fact that the key to an educational program is the teacher, and that the quality of church education is greatly determined by the teaching staff, local churches on the whole fail to provide effective programs of education and support for their church school teachers. Bowman warns churches to take note

¹Doris J. Hill, Go And Teach (Philadelphia: Board of Christian Education, United Presbyterian Church in the U.S.A., 1957), p. 42.

of this crisis in church education: "There is a time bomb in Sunday school - and that is the lack of trained teachers."²

Depending as it does on volunteer teachers, the church cannot continue to neglect the responsibility for training them, for as Wyckoff cautions, "Depending on volunteers is rather dangerous. . . . In any case they must be trained and adequately supervised."³

The expanding attention on the training of church teachers is reflected in the statement of concerns and objectives of the Department of Education, Synod of Southern California, United Presbyterian Church:

1. Provide a Teacher Education Support System that will train teams in each Presbytery to lead workshops, conferences and clinics in the area of: Observation/ Interpretation, Age-Grade Introductory Conferences, Inductive-Teaching-Learning, use of Video in teacher training.
2. Assist and encourage each Presbytery to involve 75% of the Church School Teachers in one or more workshops of the following types: Unit and Lesson Planning, Creative Use of a Variety of Resources, Teaching Methods and Techniques.
3. Assist local churches to have every Church School Teacher in at least one local training event by providing for the use of the churches training models and designs.

²Locke E. Bowman, Jr., Straight Talk About Teaching in Today's Church (Philadelphia: Westminster Press, 1967), p. 20.

³D. Campbell Wyckoff, The Task of Christian Education (Philadelphia: Westminster Press, 1961), p. 155.

4. Assist and encourage Presbyteries to design and implement a comprehensive Teacher Education Support System by providing counsel and resources to the educational committees of the Presbyteries.
5. Conduct at least one Instroteach Workshop in each Presbytery.
6. Conduct a Synod wide workshop for key Presbytery teams to equip them to train teachers in the areas of: concept development, writing of objectives in both cognitive and affective domains, use of simulation games "The Planning Game" and "Teacher Strategy."⁴

The Synod Education Department Report continues with an outline of program events sponsored by the seven Presbyteries from January through May 31, 1971. The ninety-three (93) program events reported in the areas of Teacher Education and Support, Continuing Education for Professional Staff, Continuing Education for Lay Leaders and Specialized Experimental Education which drew a total attendance of 2,442 and the seven Synod-wide training events with an attendance of 2,200 give the impression of abundance in educational activity and training among the Presbyterian churches of Southern California.⁵

Add to this the many and varied opportunities for continuing teacher education available through ecumenical

⁴Education Department Annual Report of the Synod of Southern California, United Presbyterian Church, November, 1971 (in the files of the Department), p. 3.

⁵Ibid.

groups such as the Council of Churches, and the image of abundant opportunities for providing well-trained church teachers emerges.

This vague assumption, however, is no longer adequate. For even the casual observer will not fail to notice the limited supply of trained and effective teachers in the local parish. Where then lies the problem?

If churches are to continue in the mission of education, the training and support of teachers must be given serious consideration. Areas of weaknesses, strengths, and discontent in the local church's system of teacher education must be ascertained. It is important to know the kind and extent of training taking place in the local setting.

Purpose of the Study

The overall purpose of this investigation is to determine the prevailing practices in the training of local Church School teachers, to identify the major problems, and to offer recommendations for the alleviation of these problems.

The specific purposes are focused in obtaining answers to the following questions:

1. How are persons recruited for teaching?
2. What abilities and competencies are sought among prospective teachers?

3. Are there any qualifications and standards set for teaching in the Church School?
4. What opportunities for training and support are provided in the local church?
5. To what extent do teachers from the sample churches take advantage of Presbytery, Synod, and ecumenical training opportunities?
6. What education do Church School teachers need?
7. What successful educational training models, if any, are reported in the sample?

While this investigation may not produce a total picture of prevailing practices in the training of Church School teachers, yet this initial finding could lead to better implementation of support programs in the local church.

Assumptions of the Study

1. The training of teachers begins with the recruiting process used in securing persons for teaching.
2. Effective teacher training is based on a clear definition of the teaching task and the abilities and competencies needed to accomplish the task.
3. Even though education cannot always be programmed, nevertheless, the intentional activities and events of the education and support program for teachers are indicative of much that is taking place in the particular situation.

4. Teacher education makes a basic assumption about people: it assumes that prospective teachers are teachable, and that they want the opportunity to grow.

Composition of the Sample

The questionnaire was sent to 70 churches which were more or less evenly divided according to size of the membership as reported in the 1971 Minutes of the General Assembly.⁶ The considerably lower membership and church school enrollment figures (Table 6) may be due to the general trend of decreasing membership and church school enrollment. Also with the increased per capita membership assessments, Southern California United Presbyterian Churches went through a more thorough review of their membership in 1971 and dropped large numbers of members from their rolls.⁷

Obviously, this type of study depended upon the good will and cooperation of the individual churches involved. Since a prospective respondent could respond or not, there was no way to obtain a random sample. Therefore, the study is descriptive in nature and only limited statistical analysis is possible. The data provided by the 45 churches

⁶Office of the General Assembly, Minutes of the General Assembly, Part III, 1971, pp. 344-366.

⁷Southern California Presbyterian, XXXVI:6 (March 1971).

in the study are indicative of certain patterns of training practices in the larger sample. It is in the best interest of research that correlations are not drawn between variables because of limited data available for comparison purposes.

The Procedure

A questionnaire was developed which covered the assumed areas in the training of Church School teachers:

- 1) Recruitment practices
- 2) Standards for teaching
- 3) Areas of teacher abilities and personal qualities
- 4) Events and activities of the support system:
 - a) Local
 - b) Cluster
 - c) Presbytery
 - d) Synod
 - e) Ecumenical

The questionnaire is a result of library research, many years of experience in teacher education, and personal consultations with specialists in secular and church education. After many revisions, the instrument was pre-tested with a small group of church educators and administrators. Consultations with Paul Irwin resulted in the finished version of the questionnaire. The main discussion centered on the

validity of each item in the questionnaire as an indicator of teacher training practices. Except for those indicated below, suggested alterations were minor ones. Some dealt with the grouping of the questions and the choice of words on some specific items. Comments and suggestions were taken into consideration in the revision of the instrument.

Specific revisions have to do with question #25. The open-ended portion was changed into a checklist. Respondents during the pre-test found it extremely difficult to recall abilities and qualities sought among prospective teachers and became frustrated by the effort as indicated by letters written to the researcher. (See Appendix C)

Question #26 was dropped because responses were too varied to lend themselves to analysis, as shown by the sample quoted below:

My percentages are high (95%) because my standards (competency and academic standards) are low. If I added as a requirement that they spend more than 30-minutes preparing a lesson, the percentage rating would drop to 30%.

Seventy (70) questionnaires were sent out in the mail. Of this number mailed, 48 (68.4%) were returned. This is a high percentage of return by mail. Three of the questionnaires returned were discarded as unsuitable for analysis because of incomplete information and irrelevance of responses to the questions.

The questionnaire used both check list and open-end type questions (see Appendix B). In order to validate certain responses, follow-up telephone or personal interviews were conducted. The responses given were noted by means of a tape recorder soon after the interview.

Related Research

Little research has been done on teacher training practices in the local parish. Data is plentiful on higher judicatory events and activities of training and support for church teachers. However, vague assumptions prevail when it comes to data on teacher education and support systems of the local church.

A very comprehensive study, The United Presbyterian National Educational Survey,⁸ was completed in 1966 by the Board of Christian Education of the United Presbyterian Church in the U.S.A. This interdisciplinary research project, while it used the teacher as one of the sample group, focused on communication variables in the church: variables in belief systems, social role systems, language and social environment. It provided background data on a cross-section of United Presbyterian Church School teachers, but omitted

⁸Board of Christian Education, United Presbyterian Church in the U.S.A., The United Presbyterian National Educational Survey (Philadelphia: 1966), 3 vols.

data on their continuing education of Church School teachers.

Two brief survey reports which were recently completed dealt with professional church educators. One was done by the United Church of Christ Division of Christian Education, Church Educators in the United Church of Christ.⁹ It sought to identify the population considered as "church educators" in the United Church of Christ. It also provided information on the job market and employment practices in the profession.

The United Presbyterian survey directed its attention to the continuing education of the professional church educator.¹⁰ The types of continuing-education experiences the professional educator preferred were isolated for the use of educational planners.

Locke Bowman, the Director of the National Teacher Education project, has perhaps come closest to discovering the specifics of teacher education in the parish, and has spent the past seven years addressing himself to the task of helping the volunteer teacher. Straight Talk About Teaching in Today's Church¹¹ and numerous reports and teaching designs

⁹Report of a Study by the Division of Christian Education of the United Church of Christ, Church Educators in the United Church of Christ (Philadelphia: January 15, 1972), 18 pp.

¹⁰Donald R. Fletcher, Continuing Education for Church Educators, A Report to the Board of Christian Education, United Presbyterian Church in the U.S.A. (Philadelphia: 1970).

¹¹Bowman, op. cit.

focus on the ministry to teachers in the local parish.

Analysis of the Data

The respondents to the questionnaire were assigned a code number. Frequency distributions and percentages were all calculated by hand for descriptive purposes and for comparisons. The open-ended portions of the questions were analyzed and categorized. Finally, individual samples were carefully studied individually and answers to every question checked and cross-referenced with other items in the questionnaire to insure validity of responses.

Limitation of the Study

Because of time and resources limitations, respondents are limited to the professional church educator and/or his equivalent in the local parish. A more comprehensive study of teacher education and support practices would have to draw data from the entire spectrum of congregational life and from all persons involved and affected by the educational ministry of the church: pupils, parents, the teachers themselves.

Importance of the Study

Specific data on teacher training and support practices in the local church, its weaknesses and strengths, may

encourage more churches to take a fresh look at their own programs of education in the light of what other churches are doing. The process of answering the questionnaire in itself has provoked so much interest and soul searching in a number of churches, that plans to present the results of this study are already being considered. The study can also contribute useable information to educational planners in the presbyteries and the Department of Education of the Synod of Southern California.

Organization of the Report

The dissertation is divided into a total of nine chapters, including the present chapter of an introductory nature. Chapter II gives an over-all descriptive data of the sample group, and Chapter III goes into areas of teacher abilities and qualities reported by the respondents. Chapter IV examines recruitment practices in the sample group. The activities and events of the training and support programs in the study are analyzed in Chapter V. Chapter VI is a brief chapter on models of training reported and on the ideal teacher education system envisioned.

The final chapter summarizes the results of the study. Recommendations for program improvement on the basis

of the findings are offered. Recommendations are carried out in practical terms through field-tested, original teacher-education program designs. The progression of training with detailed procedural steps can be adapted for use by churches of all sizes.

CHAPTER II

CHARACTERISTICS OF SAMPLE

A total of 70 questionnaires was sent out in the mail. Of this total sample, 45 were answered adequately and constitute the sample group of the study. This is approximately 64.3% of the total. All the churches in the sample group are United Presbyterian Churches in the U.S.A. within the Synod of Southern California. On factors such as professional church educational staff, presbytery distribution, size of the membership and church school enrollment, number regularly attending church worship and church school classes, the curricula utilized in church educational programming, church-school organization, groups or persons responsible for the planning and implementation of the education of teachers, the sample represent a variety, though not necessarily in the same proportions as in all churches of the Synod. This chapter details the extent of this variety.

Presbytery Distribution

Ten questionnaires were mailed to each of the seven presbyteries of the Synod of Southern California, making a total of 70 mailed. Forty-five (64.2%) of the 48 (68.4%) responses are utilized in the study. Table 1 lists the presbyteries and the number and percentage of responses from each.

TABLE 1
SAMPLE BY PRESBYTERY

Presbytery	Number	Per cent of Sample
San Fernando	10	22.22%
Pacific	8	17.77
San Diego	8	17.77
Santa Barbara	5	11.1
Los Ranchos	5	11.1
San Gabriel	5	11.1
Riverside	4	8.0
Total	45	100.0%

Membership and Church School Enrollment

The 70 churches of the seven presbyteries of the Synod of Southern California to which questionnaires were sent were evenly distributed according to size of membership reported in the 1971 General Assembly Minutes. Tables 2 and 3 on church membership and Church School enrollment respectively are the respondent's reported figures and not those listed in the 1971 Minutes of the General Assembly.

Comparative data on church membership and Church School enrollment is given in Table 4, while the comparison between Church School enrollment and Church School attendance is shown in Table 5.

Respondent's Position in Local Church

Respondents to the questionnaire indicated their position in the local church as outlined in Table 6. The lay persons are a ruling elder, a chairman of the Commission on Christian Education, and a lay Church School administrator. The professional church staff have indicated their position as Senior Pastor, Minister/Director of Christian Education, Educational Consultant/Specialist, Youth Director, Church School Coordinator, and Associate Pastor for Christian Education.

TABLE 2
SAMPLE BY MEMBERSHIP

Membership	Number	Per cent of Sample
Under 200	3	6.7%
200-299	3	6.7
300-399	6	13.2
400-499	7	15.5
500-599	1	2.2
600-699	1	2.2
700-799	6	13.2
800-899	4	8.9
900-999	4	8.9
Over 1,000	6	13.2
Over 2,000	2	4.5
Over 3,000	2	4.5
Total	45	99.8%

TABLE 3
SAMPLE BY CHURCH SCHOOL ENROLLMENT

Enrollment	Number	Per cent of Sample
Under 200	21	46.7%
200-299	8	17.7
300-399	5	11.2
400-499	6	13.3
500-599	1	2.2
600-699	2	4.5
700-799	1	2.2
800-899	0	0
900-999	0	0
Over 1,000	1	2.2
Over 2,000	0	0
Over 3,000	0	0
Total	45	100.0%

TABLE 4

MEMBERSHIP AND CHURCH SCHOOL ENROLLMENT

Membership	Church School Enrollment	Percentage of Membership Enrolled in Church School
4000	1700	42.5%
3544	700	19.8
2200	450	20.5
2200	365	16.6
1400	454	32.4
1150	390	33.9
1144	500	43.7
1130	290	25.7
1100	400	36.4
1100	600	54.5
940	320	35.1
925	450	49.7
911	692	84.8
900	140	19.2
853	150	17.6
850	250	29.4
800	365	45.6
800	475	59.4
775	300	38.7
750	190	25.3
730	140	19.2
710	262	36.9
700	250	35.7
700	105	15.0
650	350	53.8
640	262	40.9
593	155	26.3
468	175	37.4
439	112	25.5
420	225	53.6
418	172	41.1
404	175	43.3
403	400	99.3
400	50	12.5
387	108	27.9
380	200	52.6
350	40	11.4
336	72	21.4
333	150	48.04
310	49	15.8
220	60	27.3
200	200	100.0
142	150	105.6
80	54	67.5

TABLE 5
CHURCH SCHOOL ENROLLMENT AND ATTENDANCE

Enrollment	Attendance	Per cent of Attendance
1700	800	46.1%
700	660	80.6
692	432	60.3
600	250	41.7
500	210	42.0
475	210	42.0
450	325	70.2
450	225	50.0
450	300	66.7
400	240	60.0
400	150	37.5
390	165	42.3
365	214	58.7
365	200	54.8
350	250	71.4
320	250	79.1
300	150	50.0
290	198	68.3
262	149	56.9
262	159	60.6
250	140	56.0
250	110	44.0
225	115	50.1
200	150	75.0
200	175	87.5
190	120	63.2
175	120	68.6
175	85	48.6
172	115	66.9
155	120	77.4
150	110	73.3
150	100	66.7
150	85	56.7
140	90	64.3
125	80	64.3
112	65	50.7
108	80	74.1
105	60	57.2
72	37	50.1
60	50	83.3
54	30	55.6
50	25	50.0
49	35	71.4
40	30	75.0

TABLE 6
POSITION OF RESPONDENT

Position	Number	Per cent of Sample
Director of Christian Education	11	24.3%
Minister of Christian Education	9	19.9
Senior Pastor	7	15.6
Associate Minister	7	15.6
Educational Specialist	3	6.8
Educational Consultant	2	4.5
Counselor in Christian Education	1	2.2
Chairman of Christian Education Commission	1	2.2
Youth Director	1	2.2
Church School Coordinator (Secretary)	1	2.2
Church School Administrator	1	2.2
Ruling Elder	1	2.2
Total	45	99.9%

Professional Staff for Church Education

Listed in Table 7 are the professional staff for church education reported by the respondents. In 11 of the sample, the senior pastor alone assumed both the pastoral and educa-

tional work of the church. In the other 34 sample groups, an additional paid staff person for Christian education ranged from only one part time or full-time educational worker to as many as nine paid educational coordinators.

TABLE 7

PROFESSIONAL STAFF FOR CHURCH EDUCATION

Professional Staff		Number	Per cent of Sample
Minister of Christian Education	Part Time	1	2.2%
	Full Time	15	33.3
Director of Christian Education	Part Time	6	13.3
	Full Time	5	11.2
Pastor	Part Time	3	6.8
	Full Time	8	17.7
Educational Consultant	Part Time	7	15.5
Educational Specialist	Part Time	2	4.5
	Full Time	1	2.2
General Church-School Coordinator	Part Time	3	6.8
Department Coordinator	Part Time	4	8.9
Youth Director	Part Time	1	2.2

Curriculum Utilized

Table 8 lists the curriculum utilized by churches in the survey. Approximately two-thirds (68.3%) of the sample use the new Christian Faith and Action resources of the United

Presbyterian Church. This is a reflection of the proportion of churches within the Synod of Southern California that are now using the CFA.

The sample shows a consistency in the use of curriculum within a congregation. Twenty-one churches still use only one type of curriculum in their educational programming. Thirteen churches use a combination of two curricular resources. Six churches use three or more. Five write their own study guides using a variety of secular and biblical materials. The combinations in the use of curriculum follow the pattern below:

CHRISTIAN FAITH/ACTION used with:

Argus

Christian Faith/Life

Augsburg

Friendship Press

Cooperative Series

United Church of Christ

Various other combinations are also used within the above grouping.

GOSPEL LIGHT used with:

Covenant Life

Scripture Press

Bethel Bible Series

David C. Cooke

The Uniform Series appeared in both the users of Christian Faith and Action and Gospel Light materials.

In addition to the regular curriculum, eight of the sample provided classroom libraries. Additional resource materials used regularly by 11 respondents are:

Arch Books

The Bible Speaks To You

F.E.L. Songbooks and Records

New Wine Songbook and Record

Dennis Benson tapes

J. and M. Harrel

Mission Study books

Contrary to reported trends of less dependence on published curriculum materials,¹ the sample group indicate that over 46% still rely on the use of one set of materials throughout the church's educational programming. The interviews supported this data.

¹Gerald Slusser, "What's Happening in Christian Education," Church School Worker, XXI (February 1966), 35.

TABLE 8
CURRICULUM UTILIZED

Curriculum	Number	Per cent of Sample
Christian Faith/Action	31	68.3%
Covenant Life	7	15.5
Gospel Light	7	15.5
Write own	6	13.3
Augsburg	5	11.2
Scripture Press	5	11.2
David C. Cooke	4	8.9
Uniform Series	4	8.9
Argus	4	8.9
Faith/Life	3	6.8
Bethel Bible Series	3	6.8
Identity	2	4.5
United Church of Christ	2	4.5
Friendship Press	2	4.5
Cooperative Series	2	4.5
Judson Press	1	2.2

Person/Group Responsible for Teacher Education

Table 9 shows individuals and/or groups responsible for the planning and implementation of teacher education in the local churches in the sample. The data indicate that in thirty of the sample churches (66.6%), lay groups are actively trying to carry on the function of planning for teacher education. In 19 of this number (42.2%), they are assisted by a staff person/persons; while in 11 (24.4%) only the lay group/person carry on the function of education without professional help. Fifteen (33.3%) rely completely on the professional staff to interpret the educational needs of teachers and plan for their training.

TABLE 9

GROUP/PERSON RESPONSIBLE FOR TEACHER EDUCATION

Planning Group/Person	Number	Per cent of Sample
Professional staff only	15	33.3%
Lay person/groups only	11	24.4
Staff and lay person/group together	19	42.2
Total	45	99.9%

The data in Table 10 describes the specific person/group with responsibility for interpreting and planning for teacher's educational needs and training. Some churches report more than one lay person/group involved in teacher education which accounts for the total number of groups (35 groups) exceeding the number of churches (30 churches).

TABLE 10

GROUP/PERSON FOR TEACHER EDUCATION

Planning Group/Person	Number Churches	Per cent of Sample
Lay person/group:	<u>30</u>	<u>66.6%</u>
Christian Education Commission	26	
C.E. Task Force for Teacher Training	4	
Sunday School Superintendent	2	
C.E. Chairman	1	
Children's Committee	1	
Cluster Task Force	1	
Professional staff/person:	<u>34</u>	<u>77.7%</u>
Director of Christian Educ.	11	
Senior Pastor	7	
Minister of Christian Educ.	7	
Educational Consultant	2	
Associate Pastor for C.E.	2	
Assistant Minister for C.E.	2	
C.E. Coordinator	1	
Department Coordinators	1	
Church School Administrator	1	

Church School Schedule

Regardless of the size of the Church School enrollment, a formalized program of instruction is regularly conducted in the sample group.

A large percentage of the sample (68%) is still operating on the one-hour Sunday School format. Only 13 (28.9%) churches reported an additional innovative mid-week program of varied length. Five churches report an additional 1 hour Sunday session; 4 churches met for 3-hour sessions; 1 for 2 1/2; and 2 for 2 hours and 45 minutes.

One church conducts an experimental Church School once a month on Saturday for three hours. This church has the smallest percentage of enrollment and attendance among the sample group.

TABLE 11
CHURCH SCHOOL SCHEDULE

Schedule	Number	Per cent of Sample
Sunday (only) School	31	68.8%
Sunday and Mid-week School	13	28.9
Once-a-month Saturday School	1	2.2
Total	45	99.9

CHAPTER III

TEACHER QUALIFICATIONS DESIRED

While it is generally assumed that Church School teachers should have certain qualifications in abilities and personality, any random sampling of church members would indicate the lack of a clear image of what to look for in a Church School teacher. The lack of clarity and consensus suggests something of the confusion and range of understandings on the task of education and the role the teacher assumes in this ministry.

Defining teaching competence and abilities in terms of measurable teacher roles is increasingly receiving necessary attention in current church education publications.¹

This chapter is based on the assumption that a clear understanding and definition (or lack of it) of the teacher abilities, competencies and personal qualities required in the performance of his teaching roles, is largely what gives direction and purpose to teacher education. This chapter

¹R. M. Deever, et al., 5 Areas of Church Teacher Competence (Arizona: Instroteach Board, 1968), pp. 1-26.

details the reactions and responses of the respondents in the study to questions on teacher abilities and responsibilities.

Abilities and Qualities Desired

The training of teachers begins with their selection. The way church educators think about the teaching task as expressed in their criteria for selection and in the abilities and personal qualities desired in prospective teachers.

In the pre-test run of the questionnaire, an open-ended procedure was employed. Respondents were asked to list the abilities and personal qualities desired and actually sought in the choice of their teachers. The aim was to obtain responses which would reflect the spontaneous reflections of the respondents as regards the teacher's role.

The difficulty encountered in the meager responses given and the prevalence of "I wish I knew" answers resulted in the final check-list form in which certain abilities and personal qualities were listed to provoke other answers in blanks provided for additional comments and statements.

Table 12 ranks these preferences from the highest frequency of mention to the lowest.

TABLE 12

ABILITIES AND PERSONAL QUALITIES
SOUGHT FOR PROSPECTIVE TEACHERS

Abilities/qualities	Number	Per cent of Sample
Love of people	42	91.1%
Personal commitment to God in Christ	40	88.9
Liking for teaching	39	86.7
Insight into human relationships and group processes and skill in applying such to teaching	28	62.2
Articulate	17	37.8
Ability to enlist support and cooperation	15	33.3
Familiarity with the Bible	14	31.1
Knows and is identified with the continuing life of the church	12	26.7
Awareness of current trends and relevance of the gospel to them	7	15.5
Theological orientation	5	11.2
Sufficient understanding of various fields of knowledge	3	6.8
<u>Other:</u>		
Dependability	8	17.7
Special skills in music/drama, art	7	15.5
Willingness to learn new ways	5	11.2
Ability to accept direction	4	8.9
Creativity	4	8.9
Enthusiasm	3	6.8
Honesty	2	4.5
Sensitivity	2	4.5
Stable personal life	1	2.2

Criteria for Teacher Selection

Table 13 indicates that the selection of teachers in the sample is based infrequently on any specific standards,

such as age, educational training, educational experience, church membership, or even special skills. Rather, it is the person's availability and "personality," expressed in descriptive terms such as "pleasant personality," "dynamic personality," "optimistic personality," "a warm personality," "good sense of humor," which outweighs all other considerations.

TABLE 13

CRITERIA WHICH DETERMINED SELECTION
OF CURRENT TEACHING STAFF

Criteria	Number	Per cent of Sample
Church membership	31	69.9%
Teaching experience (public/church)	19	42.2
Educational background:	7	15.5
College trained or above	(5)	(11.2)
Public school teacher	(1)	(2.2)
High school graduate minimum	(1)	(2.2)
Age:	9	19.9
College or older	(5)	(11.2)
18-50	(1)	(2.2)
Young enough to relate	(1)	(2.2)
5 years older than class	(1)	(2.2)
Adults only	(1)	(2.2)
Other:		
Availability	35	77.7
Personality	27	60.0

CHAPTER IV

TEACHER RECRUITMENT

Based on the assumption that the training of teachers begins with the recruiting process used in securing persons for teaching, the study included also plans for recruitment. How are prospects approached and enlisted? What is the term of service envisioned for them? Who is mainly responsible for recruitment? After persons agree to teach, what training do they receive before starting a teaching assignment?

Tenure

Twenty-one respondents (46.7%) indicated the term of service for their teaching staff as one year with qualifying statements from five of the respondents:

- 1) "With unlimited renewal."
- 2) "One year at a time which can mean a very long time."
- 3) "Hopefully longer than one year."
- 4) "One year is the minimum."
- 5) "It is not a set requirement--we drop them as soon as they want to resign."

Nineteen responses (42.2%) have been classified under indefinite term since the word "indefinite" is used or answers such as the following are given:

- 1) "As long as they are willing to teach."
- 2) "We don't replace them until they tell us they are quitting."
- 3) "As long as they are willing and able."

At the senior high and adult level, two churches report a teacher rotation by units of study which results in an average of a 4-week term of service per teacher or team. Monthly teachers are secured usually on the basis of a particular specialization.

Other terms of service reported are the following:

- 1) 10 months with a limit of three consecutive years.
- 2) 6 months of teaching, followed by 6 months off. "We keep them for as long as possible under this system."
- 3) Two years average.

TABLE 14

TEACHER TENURE

Tenure	Number	Per cent of Sample
Two years	1	2.2%
One year	21	46.7
10 months	1	2.2
6 months	1	2.2
Monthly	2	4.5
Indefinite	19	42.2
Total:	45	100.0%

Responsibility for Recruitment

In 73.3% of the sample, the professional staff assumed full responsibility for securing persons for teaching. The reason for this large percentage may be a matter of convenience as expressed by one interviewee: "It is to prevent the common practice of passing the buck."

The specific breakdown in staff recruitment responsibility showed that in three cases the pastor assumed sole responsibility. In five others, he was assisted by:

- 1) The Christian Education Commission
- 2) The Church School Administrator
- 3) The Youth Minister
- 4) The Youth Minister and Church School Superintendent
- 5) An Elder

In four instances, the Minister of Christian Education assumed completely the recruitment of teachers as part of his or her job. In eight other samples, he or she was assisted by:

- 1) A recruitment committee
- 2) A Youth-Ministry Coordinator
- 3) Christian Education Commission members and superintendents
- 4) Christian Education Commission (in two churches)
- 5) Church School Superintendents (in three churches)

Two churches assigned total responsibility for recruitment to the Director of Christian Education. In six others, he had the assistance of the following:

- 1) The Church School Superintendent
- 2) Church School coordinator
- 3) Christian Education Commission (in four churches)

The church educational staff was supplied by an educational specialist in one sample. One example operated on the principle that the major responsibility of the education consultant is securing leaders for its Church School. In three churches, salaried coordinators assumed recruitment as a major part of their contract with the church.

TABLE 15

RECRUITMENT BY PROFESSIONAL STAFF

Professional Staff	Number	Per cent of Sample
Minister of Christian Education	12	26.7%
Pastor	8	17.7
Director of Christian Education	8	17.7
Church School Coordinator	3	6.8
Education Specialist	1	2.2
Educational Consultant	1	2.2
Total number of instances of staff recruitment:	33	

TABLE 16
RECRUITMENT BY LAY PERSONS

Lay Persons	Number	Per cent of Sample
Church School Superintendent	3	6.8%
Recruitment Committee	3	6.8
Christian Education Commission	2	4.5
Chairman, Christian Education Commission	1	2.2
Specially appointed person from the Christian Education Commission	4	8.9
Total lay persons/groups: <u>13</u> or <u>26.7%</u> of sample.		

Plan for Recruitment

Eleven (24.3%) churches acknowledged no plans followed in securing teachers. Thirty-one (68.3%) indicated certain procedures followed which are collectively reported in Table 17. The number of churches which mentioned the procedure is also included. Only three churches (6.8%) in the study reported on-going recruitment programs which are reported in detail in this section.

TABLE 17
PROCEDURES FOR RECRUITMENT OF TEACHERS

Procedure	Number of Churches
Personal calls	24
Keeping a prospect file	5
Recruitment presentations of the Christian Education Commission in new-member classes	2
New-member home visitation	2
"Pleas from the pulpit:	2
A yearly recruitment letter sent out in spring	2
Recruitment Sunday in April/June	2
Spring all-church retreat with leader recruitment emphasis	1
Annual review of membership file	1
Spring teacher-training with re-commitment emphasis for current staff	1

A careful investigation of the three plans that follow indicates their significance in maintaining a constant supply of leaders for the task of education in the church. The plans have certain characteristics in common:

- 1) The professional staff provides the key leadership.
- 2) There is a large number of persons involved in the program.
- 3) It is on-going.
- 4) The importance of the task of church education, and the opportunities for growth through involvement are underscored.

Recruitment Plan I. This example operates on the principle that the teacher should come from the parents of the children in the Church School. This idea is clearly communicated to the parents through:

1. Literature sent out regularly.
2. Letters sent periodically.
3. Home visitation by the pastor and the Church School superintendent of all enrolled in the Church School.
4. Parent interviews to discover interest, abilities, and needs.

The extent of involvement is explained in terms of the "principle of teacher supply"--two years of service in the area of church education for every child enrolled. So if a family has two or three children enrolled, they are expected to serve four or six years. This is clearly explained to new parents as soon as possible and repeatedly throughout the year. A "one-to-one" program of training and support is made available by the pastor.

Recruitment Plan II. This plan offers a program of study opportunities for adults/teachers based on perceived personal and group needs and interests. Persons have become interested in teaching as a by-product of their involvement

in the adult study groups. The pattern of learning groups during the year 1971 is given below:

Weekly groups continuing throughout the year:

1. Monday-morning Book Talk and Conversation led by the Educational Consultant.
2. Wednesday-evening study session led by the Pastor.
3. Thursday-morning Biblical Reflection led by the Educational Consultant.
4. Sermon Talk Back moderated by the members of the Christian Education Commission with the Pastor as resource leader.

Monthly Teacher/Parent Fellowship (evening)

Led by the consultant, an education specialist, the emphasis during the first hour is on some aspect of the purpose and process of education in encouraging Christian growth. A brief worship celebration leads to the second hour of department sharing and fellowship.

Quarterly groups

1. October: Foundations Course in Education--a series of four sessions on the psychological foundations (developmental) of education, led by the educational consultant.

2. November: Biblical/theological series of four sessions led by four well-known scholars from the University of Southern California and the University of California in Los Angeles.
3. January: New-form worship workshop--a series of four sessions led by the educational consultant with other professional guest leaders.
4. April: Foundations Course in Education--a series of four sessions on the cultural foundations of education.

Annual Meeting

All-church evaluation/planning retreat--two days in September.

A summer program of festivals

Creative arts and media festival exploring the theme of Christian neighborliness.

Recruitment Plan III. This plan has been reported in the September/October, 1971, issue of Spectrum. The details of the plan are clearly outlined in the article. The recruiting principles are given by the author as follows:

1. Our job is not plucking leadership; it is growing leaders.
2. Christians grow better in bunches.

3. God provides the plants and growth; we are the gardeners.¹

Clearly the plan is based on a sound program of continuing education through team ministry in the classroom with built-in apprenticeship training. It is further based on a strong commitment to the church's educational mission, and a commitment to the nurture--the "growing"--of leaders.

¹Leon E. Raines, "Recruiting Church School Teachers," Spectrum, XLVII:5 (September-October 1971), 15-16.

CHAPTER V

TRAINING AND SUPPORT FOR TEACHERS

This study proceeds from the assumption that although there is much in teacher education that cannot be programmed, yet, just as in any school or educational system, a continuous process of specialized training is required. In addition, group experience is more effective than individual counseling in improving teaching.¹ Consequently, the bulk of the questions focused on group events and activities of the training system.

The questionnaire asked about teacher education through a series of specific questions on activities (both individual and group) and events in the training of church teachers. Checklist questions and open-ended ones allowed comprehensive interpretations of the interrelated aspects of an educational program for teachers.

¹Locke E. Bowman, Jr., Planning Teacher Education in the Parish (Philadelphia: Geneva Press, 1967), pp. 42-43.

In this chapter are presented the events and activities reported by the sample which composed their training program during the past twelve-month period. These are grouped according to training in the local parish, within a cluster of Presbyterian churches, through the presbytery and synod, and through an ecumenical group of churches.

Local Church Training:

- 1) Orientation training
- 2) On-the-job training
- 3) Apprenticeship program
- 4) Departmental planning meeting
- 5) Self-study program of guided reading
- 6) Skills workshop
- 7) Seminar
- 8) Biblical/theological studies

Cluster Training

- 1) Christian education conference
- 2) Creative arts workshop
- 3) Church education evaluation workshop
- 4) Orientation training workshop
- 5) Teacher-education planning workshop
- 6) Idea Fair
- 7) Skillshop

- 8) Workshop on the use of the overhead projector
- 9) Bell choir workshop

Presbytery Training

- 1) Advent share-in
- 2) Behavioral objectives academy
- 3) Christian Faith and Action Review evaluation
- 4) Communication skills workshop
- 5) Creative arts workshop
- 6) Drama workshop
- 7) Educator's lay academy
- 8) Idea Fair
- 9) Listen and learn/see and do
- 10) Multi-media workshop
- 11) Simulation-games conference
- 12) Retreat
- 13) Teacher-education academy
- 14) Teacher-education planning workshop
- 15) Youth-ministry training

Synod Training (Synod-sponsored or Synod staff led)

- 1) Behavioral objectives workshop
- 2) Book Talk
- 3) Christian Education conference/workshop

- 4) Christian Faith and Action consultation
- 5) Idea Fair
- 6) Instroteach workshop
- 7) Listen and learn/see and do
- 8) Simulation-games conference
- 9) Teacher-education planning
- 10) Theonetics symposium

Ecumenical Training (3 churches)

- 1) Bosie Youth Conflict series
- 2) Greater Los Angeles Sunday School (GLASS) Convention
- 3) Inner-City teacher's training
- 4) International Center for Learning Conference
- 5) Los Angeles Council of Churches Creative Activities Workshop
- 6) Pomona Council of Churches Training Conference
- 7) Sunday School Training Institute
- 8) Youth Worker's Convention

DISPARITY IN TRAINING

The great disparity in the amount of training offered by churches in the sample is readily apparent in Table 18. The table divides the sample according to the number of training activities and events attended by their teachers.

The sample is distributed from lowest frequency (zero participation) to the highest frequency of participation. Even without the benefit of elaborate statistical analysis, the glaring disparity in the amount of training received by the sample becomes clear by noting that the bottom 20% of the churches arranged by frequency offered an average of one event, while the top 20% of the churches offered an average of 17 teacher education events.

TABLE 18
FREQUENCY OF TRAINING

Number of Churches	Frequency of Training
5	0
4	1
1	4
1	5
1	6
5	7
3	8
3	10
2	11
2	12
3	13
4	15
2	16
1	17
1	18
1	19
3	20
1	21
1	23
1	25

TRAINING INSIDE THE LOCAL PARISH

1) Orientation Training

Teachers, new ones as well as experienced ones, will do well to receive training before they teach. Subject matter needs to be learned in advance, methods mastered, helpful attitudes developed, and confidence gained.

Sixteen (35.5%) churches in the sample group conducted orientation sessions which have been described primarily as meetings on procedures, schedules, and curriculum and materials. These meetings lasted from one to two hours.

Three, however, are listed below as having special significance. The retreat setting, considered by church educators as a most effective environment for learning, was used in all three instances.

- a) A two-day pre-service training in methods of teaching through an observation/demonstration workshop. Bible-study methods were explored along with content study.
- b) A three-day conference retreat and fellowship with emphasis on laboratory media and creative techniques.
- c) Theology orientation conducted by the pastor.

2) On-the-job Training

Two churches in the sample reported sustained on-the-job training, through a program of team teaching. Classes with a maximum enrollment of 25 are staffed with four to six teachers of varying competencies. In the process of teaching together, the less experienced ones learn from the more experienced. The teaching teams meet frequently to plan their teaching activities. In both samples, this is the major thrust of their training and support system for teachers.

3) Apprentice Training Program

The teaching assistant program in two (4.5%) churches in the sample is geared to youth assistants. In one church, the youth assistant serves under an experienced teacher. At first, the assistant simply observes the teacher. Gradually he takes on more and more responsibilities until he is finally able to gain enough knowledge and self-confidence to lead in a class session. Since the class operates on a team principle, the youth is never alone in teaching. The other church in the sample describes the apprentice program as two Sundays of class observation, prior to teaching, in the same age level as class assignment.

4) Department Planning Meeting

The name itself is significant. This kind of meeting/training give teachers the opportunity to confer with one another, have opportunity for fellowship, gain information, and share in planning the work within the department. Department meetings have been known to be one of the most effective in pulling the teaching staff together into a teaching community and developing what secular educators call "a sense of schoolness."

This type of training and support seem to be most often used by the sample group. Twenty (44.5%) consistently used it throughout the survey year. Table 19 outlines involvement with this kind of training.

TABLE 19

FREQUENCY OF DEPARTMENT MEETINGS

Department Meeting	Number	Per cent of Sample
Monthly	10	19.9%
By units of study	4	8.9
Quarterly	2	4.5
Twice yearly	1	2.2
"When needed"	3	6.8
Total:	20	44.5%

5) The Workshop

The workshop (skillshop) as a method of training is based on the educational principle that persons learn by doing, that better than reading about effective methods of teaching is the practice of them. Teachers need to try out the methods and activities they will be expected to use so that they may gain confidence and skill in using them.

With increasing emphasis on the use of creative methods and activities in church education, the workshops gain in popularity in training volunteer teachers.

In the sample group, 17 (37.8%) have used workshops in the training of their teachers. The specific kinds of workshops are as follows:

- a) Behavioral objectives workshop
- b) Drama workshop
- c) Group dynamics workshop
- d) Teaching skills workshop
- e) Creative teaching methods workshop
- f) Creative arts workshop
- g) Worship workshop
- h) Media workshop

Table 20 presents the frequency of workshop training in the sample.

TABLE 20
FREQUENCY OF WORKSHOP TRAINING

Frequency of Workshops	Number of Churches	Per cent of Sample
Once yearly	7	15.5%
Twice yearly	1	2.2
Quarterly (with department meeting)	4	8.9
Monthly (with department meeting)	5	11.2
Total: 17 churches		

6) Bible Study/Seminar

Nine churches in the sample (19.9%) conducted Bible studies during regular meetings of the department. Three seminars (6.8%) on biblical and theological foundations of the Christian faith were reported; two were four-session seminars and one ran for six sessions.

7) Guided Reading

One of the quickest ways to reach a great number of teachers is through a program of guided reading. Only six (13.3%) churches utilize a guided reading program in improving teaching competencies of teachers. Of this number, one

church reports a monthly guided reading program, while five other churches carry out the program through suggested reading lists given to teachers periodically.

Additional indicators on the training of teachers were included in the questionnaire: publications made available by sample to teachers, and acquaintance and use of Synod-produced Education newsletter by respondents.

a) Religious periodicals: Of the total 45 respondents, 26 (57.7%) made certain church educational periodicals available to teachers through an additional copy/copies placed in the Christian Education office or the church library.

A follow-up verification of four churches which did not provide for additional periodical resources to teachers resulted in the responses below:

- (1) "I'm realistic. The teachers won't read them anyway."
- (2) "It's a waste of good money. No one has time to read."
- (3) "We try not to push too many things to our teachers."
- (4) "It's a problem of money."

Alert and Elementary Education in the Church were the two publications consistently mentioned by respondents of churches using the Christian/Faith/Action curriculum resource. Table 21 lists the other journals available to teachers of some of the sample.

TABLE 21
RELIGIOUS JOURNALS MADE AVAILABLE

Journal/Periodical	Number	Per cent of Sample
Colloquy	13	28.9%
Presbyterian Life	10	22.3
Spectrum	9	19.9
Trends	9	19.9
Presbyterian Outlook	8	17.7
Enquiry	8	17.7
Strategy	7	15.5
Faith at Work	5	11.2
Teach (Gospel Light)	4	8.9
Today's Education	1	2.2
Leadership Education	1	2.2
International Journal of Religious Education	1	2.2
Christian Century	1	2.2
Ideas	1	2.2
Total: 16		

b) Synod Publications: Education, a quarterly publication of the Department of Education of the United Presbyterian Synod of Southern California is sent to all churches of the Synod. Local churches can find much help in training

teachers through the research, the ideas, and educational resources being reported regularly.

Over 66% of the respondents read every issue, while about 15% might be termed "marginal readers" in the sense that they only "sometimes" read "some" portions of the publication. Eight (18%) have never read it. Of the ones who have read Education, only 2 (4.5%) have used the ideas in it "very much"; 10 (22.2%) used "very little" of the ideas; and 19 (42.2%) used some ideas "somewhat." Table 22 shows this distribution.

TABLE 22

ACQUAINTANCE WITH/USE OF SYNOD PUBLICATION

Acquaintance/Use	Number	Per cent of Sample
Have read it:	37	82.2%
Sometimes	7 (15.5%)	
Every issue	30 (66.2%)	
Have <u>not</u> read it:	8	17.7
Have used ideas in it:	31	68.3
Somewhat	19 (42.2%)	
Very much	2 (4.5%)	
Very little	10 (22.2%)	
Have <u>not</u> used ideas:	14	31.1

Six respondents included these additional comments:

- (1) "It is excellent for sharing ideas as well as resources."
- (2) "I read it only when the pastor gives it to me."
- (3) "I scan every issue. My assistant reads it I'm sure."
- (4) "I do not read it thoroughly due to lack of time--not interest."
- (5) "Very helpful--but it sometimes comes too late to enable participation in some events announced."
- (6) "I just don't have the time to read."

c) Recommended Literature for Teachers. Professional church educators undoubtedly play an important part in the kind of church educational literature available to volunteer teachers. Respondents were asked to list books they read and would recommend for volunteer teachers (Table 23). Those in the list which have been mentioned by two or more respondents are categorized in a selected list of "Recommended Books for Teachers" (Table 24).

The spectrum of books recommended for church teachers covers many subjects which is organized into the five categories:

- (1) Aims of education
- (2) The teaching task
- (3) The "language of relationships" in the learning environment

- (4) Dynamics of personality
- (5) Contemporary life

The books mentioned with the highest frequency are Straight Talk About Teaching in Today's Church, and Help! I'm a Sunday School Teacher. It is possible that the checklist part of the question imposed the higher rating. The question read in part:

"Which of the three books listed have you read? Which would you recommend for teachers?"

<u>Read</u>	<u>Recommend</u>	
_____	_____	<u>Straight Talk About Teaching</u> (Bowman)
_____	_____	<u>A Dynamic Approach To Church Education</u> (Slusser)
_____	_____	<u>Help! I'm a Sunday School Teacher</u> (Duckert)

TABLE 23

BOOKS READ/RECOMMENDED

Author	Book	Frequency of Mention
Angell, J.	<u>When God Made You He Knew</u>	
	<u>What He Was Doing</u>	3
Berne, E.	<u>Human Loving</u>	1
Bowman, L.	<u>Straight Talk About Teaching</u>	
	<u>in Today's Church</u>	17
Brown, H., ed.	<u>The Cutting Edge</u>	1
Calian	<u>Grace, Guts, and Goods</u>	3
Duckert, M.	<u>Help! I'm A Sunday School</u>	
	<u>Teacher</u>	15
	<u>Help! I Run A Sunday School</u>	15
Fairchild, R.	<u>Christians in Families</u>	2
Fry, J.	<u>A Hard Look At Adult Education</u>	1
Ginot, H.	<u>Between Parent and Teenager</u>	6
	<u>Teacher and Child</u>	4
Glasser	<u>Schools Without Failure</u>	1
Harris, T.	<u>I'm O.K. - You're O.K.</u>	3
Hill, Doris J.	<u>Teaching: The Inside Story</u>	1
Holt, J.	<u>How Children Fail</u>	1
	<u>How Children Learn</u>	1
Larson, B.	<u>Living on the Growing Edge</u>	1
Leonard, G.	<u>Education and Ecstasy</u>	7
Madge, V.	<u>Children in Search of Meaning</u>	1
Merjianian, P.	<u>The Joy of Teaching</u>	1
Miller, K.	<u>The Taste of New Wine</u>	1
Piaget, J.	<u>Children and Adolescents</u>	1
Prescott, D.	<u>The Children in the</u>	
	<u>Educative Process</u>	1
Rath, L., et al.	<u>Values in Teaching</u>	5
Rogers, C.	<u>Freedom To Learn</u>	2
Rood, W.	<u>The Art of Teaching Christianity</u>	2
Schutz, W.	<u>Joy</u>	1
Schaeffer, F.	<u>Church of the 20th Century</u>	1
Slusser, G.	<u>A Dynamic Approach to</u>	
	<u>Church Education</u>	1
Tillich, P.	<u>God, Jesus, and History</u>	1
	<u>Theology and Culture</u>	1
Toffler, A.	<u>Future Shock</u>	3
Walton, R.	<u>A Sourcebook of the Bible</u>	1
Weingartner	<u>Teaching as a Subversive Activity</u>	1
Westerhoff, J.	<u>Values for Tomorrow's Children</u>	9
Worley	<u>Change in the Church:</u>	
	<u>A Source of Hope</u>	1

TABLE 24

BOOKS RECOMMENDED FOR TEACHERS

Books	Frequency of Mention
<u>Aims of Education:</u>	
<u>Values For Tomorrow's Children</u> (Westerhoff)	9
<u>Education and Ecstasy</u> (Leonard)	7
<u>Values in Teaching</u> (Rath, Harmin, and Simon)	5
<u>The Art of Teaching Christianity</u> (Rood)	2
<u>The Teaching Task:</u>	
<u>Help! I'm A Sunday School Teacher</u> (Duckert)	15
<u>Straight Talk About Teaching in Today's Church</u> (Bowman)	14
<u>Help! I Run A Sunday School</u> (Duckert)	11
<u>When Teachers Face Themselves</u> (Jersild)	3
<u>The Learning Environment ("Language of Relationships"):</u>	
<u>Freedom To Learn</u> (Rogers)	2
<u>Christians in Families</u> (Fairchild)	2
<u>Between Parent and Teenager</u> (Ginott)	6
<u>Teacher and Child</u> (Ginott)	4
<u>Dynamics of Personality:</u>	
<u>I'm O.K. - You're O.K.</u> (Harris)	3
<u>When God Made You He Knew What He Was Doing</u> (Sermons on Christian personhood - Angell)	3
<u>Contemporary Life:</u>	
<u>Grace, Guts, and Goods</u> (Calian)	3
<u>Future Shock</u> (Toffler)	2
<u>Survival Plus</u> (Howe)	2

The book list indicates the absence of books on the biblical and theological foundations of the Christian faith.

Church educational magazines and periodicals regularly read by the respondents in the study are listed in Table 25; of this list, the ones made available to teachers have been previously outlined in Table 21.

TABLE 25
CHURCH JOURNALS READ REGULARLY

Publication	Frequency of Mention	Per cent of Sample
Colloquy	25	55.5%
Spectrum	25	55.5
Trends	20	44.5
Alert	17	37.8
Elementary Education in the Church	15	33.3
Strategy	14	31.1
Enquiry	10	22.3
Presbyterian Life	10	22.3
Presbyterian Outlook	10	22.3
Christian Century	7	15.5
Faith At Work	7	15.5
Leadership Education	7	15.5
Today's Education (a California Teacher's Journal)	3	6.8
Alive Now	2	4.5
Argus Newsletter	1	2.2
Concern	1	2.2
Constant (A cluster Newsletter)	1	2.2
Instructor	1	2.2
Future	1	2.2
TGACU	1	2.2
Sunday School Today (Baptist)	1	2.2
NEA Journal	1	2.2
Monday Morning	1	2.2
Mass Media Newsletter	1	2.2
The Educator	1	2.2

TRAINING OUTSIDE LOCAL CHURCH

There are four categories of events attended outside the local parish. These are 1) ecumenical events, 2) church-cluster events, 3) presbytery events, and 4) synod-sponsored or synod-led events.

Two descriptive tables accompany each category. The first indicates the number in the sample group involved. The second details the particular events within the category, and gives the frequency of sample participation for each event.

TABLE 26

FREQUENCY OF CHURCH PARTICIPATION: ECUMENICAL EVENTS

Frequency of Attendance	Number of Churches	Per cent Sample
0	26	80.0%
1	7	15.5
3	1	2.2

A total of eight churches participated in ecumenical training events. This is only 17.7% of total sample. Eighty per cent of sample had no ecumenical training involvements.

TABLE 27
ECUMENICAL TRAINING EVENTS ATTENDED

Ecumenical Events	Number	Per cent of Sample
Bosie Youth Conflict Series	1	2.2%
GLASS Convention	3	6.8
Inner City Training for Teachers	1	2.2
International Center for Learning Conference	1	2.2
Los Angeles Council of Churches Skills Workshop	1	2.2
Pomona Council of Churches Workshop for Teachers	1	2.2
Sunday School Training Institute	1	2.2
Youth Worker's Convention	1	2.2

The Greater Los Angeles Sunday School (GLASS) Convention is the only ecumenical training event that involved more than one church in the sample.

TABLE 28
 FREQUENCY OF CHURCH PARTICIPATION:
 SYNOD EVENTS

Frequency of Attendance	Number of Churches	Per cent of Sample
0	26	57.7%
1	12	26.7
2	2	4.5
3	4	8.8
4	1	2.2

A total of 19 churches (42.2%) of sample attended Synod education events, while 26 (57.7%) had no record of participation for the full 12-month period.

TABLE 29
SYNOD EDUCATIONAL EVENTS ATTENDED

Synod Events	Number of Churches	Per cent of Sample
Idea Fair	9	19.9%
Theonetics Symposium	7	15.5
Instroteach Workshop	6	13.3
Simulation Games Conference	2	4.5
Book Talk	1	2.2
Listen and Learn/See and Do	2	4.5
Christian Education Conference Workshop	2	4.5
Christian Faith and Action Consultation	1	2.2
Behavioral Objectives Workshop	1	2.2
Teacher Education Planning Workshop	1	2.2

The Idea Fair, Theonetics Symposium, and the Instroteach Workshop involved the most number of churches in the sample.

TABLE 30
 FREQUENCY OF CHURCH PARTICIPATION:
 PRESBYTERY EVENTS

Frequency of Attendance	Number of Churches	Per cent of Sample
0	15	33.3%
1	9	19.9
2	7	15.5
3	5	11.2
4	4	8.9
5	1	2.2
6	2	4.5
7	2	4.5

Fifteen churches (33.3%) did not participate in any presbytery training events in 1971, while some attended as many as seven events during the year.

TABLE 31
PRESBYTERY EDUCATIONAL EVENTS ATTENDED

Presbytery Events	Number of Churches	Per cent of Sample
Teacher Education Academy	13	28.9%
Listen and Learn/See and Do	12	26.7
CFA Review Evaluation	8	17.7
Simulation Games Conference	8	17.7
Teacher Education Planning Workshop	7	15.5
Idea Fair	7	15.5
Creative Arts Workshop	7	15.5
Youth Ministry Training	5	11.2
Behavioral Objectives Academy	5	11.2
Educator's Lay Academy	3	6.8
Drama Workshop	2	4.5
Communication Workshop	2	4.5
Multi-media Workshop	2	4.5
Presbytery Retreat	2	4.5
Advent Share-In	2	4.5

The Teacher Education Academy and the Listen and Learn/See and Do events involved the most number of churches in the sample.

TABLE 32

FREQUENCY OF CHURCH PARTICIPATION: CLUSTER EVENTS

Frequency of Attendance	Number of Churches	Per cent of Sample
0	32	68.3
1	7	15.5
1	3	6.8
3	2	4.5
4	2	4.5

TABLE 33

CLUSTER EVENTS ATTENDED

Cluster Event	Number of Churches	Per cent of Sample
Christian Education Conference	2	4.5%
Creative Arts Workshop	8	17.7
Church Education Evaluation	1	2.2
Orientation Training	2	4.5
Idea Fair	8	17.7
Skillshop	1	2.2
Workshop on Overhead Projector	1	2.2
Bell Choir Workshop	1	2.2

Only a total of thirteen churches (28.9%) attended cluster events, while 32 (70.5%) had no participation.

TABLE 34
SUMMARY OF TOTAL PARTICIPATION
OUTSIDE LOCAL CHURCH

Frequency Participation	Number of Churches	Per cent of Sample
0	11	24.3%
1	8	17.7
2	3	6.8
3	4	8.9
4	5	11.2
5	4	8.9
6	1	2.2
7	5	11.2
8	2	4.5
11	1	2.2
13	1	2.2

Eleven churches (24.3%) indicated no participation in any training events sponsored by groups outside the local church.

Reasons given for limited participation in teacher education events conducted by the higher judicatories

Teacher education programs of the synod and presbyteries of Southern California reached only a limited number of leaders and teachers in the sample. The comments of respondents with little or no participation in these events reveal a variety of reasons:

Distance: "Presbytery being so far from L.A. we rarely have much support for the Synod events because of travel."

Time limitations:

"We do not have the time."

"What our teachers get from the training events is not worth the distance traveled and time invested."

CFA orientation of training events:

"Gospel Light is being used in our church. Training events focus on CFA--hard to apply one to another."

"We do not use CFA."

Irrelevance to local needs:

"Our church has multiple staff--our needs are more sophisticated than Synod or presbytery staff can provide during these events. This sounds uncooperative and superior, but all our teachers are well along on training scale."

"We are better able to provide for our own training and continuing education."

Poor leadership:

"Lack of good leadership in these events."

"Leadership in two events I attended insensitive to needs of local church."

Lack of interest:

"Lack of interest among our teachers. We have difficulty getting them to attend any meetings."

Liberal orientation of training

"We are very unhappy with the liberal orientation of Synod-sponsored educational events."

"Since we do not use CFA, we are not satisfied with any of the Synod or Presbytery teacher education events."

Previous poor experiences:

"Our teachers--over the years--have found these Synod sponsored events unproductive--and have learned very little from them."

"Previous poor experiences at such events. Learned nothing new."

Inadequate publicity:

"Lack of early enough publicity."

"Have not heard of any of the events you listed."

Other preferences:

"We prefer to use Synod staff for local church training."

"We prefer GLASS WORKSHOP. We attended one in Fall."

Busy schedules:

"Our teachers are very busy. They do not have time to attend meetings."

Cost: "A measure of limitation is the cost."

CHAPTER VI

INNOVATIONS AND RESOURCES

Today traditional forms of education in the church are loudly being called into question. The demand for creating newer models of education and using newer resources is obvious in church educational publications. Many pages in educational journals are continuously being devoted to a listing of new resources and models of ministry that are successfully being tried out.

This chapter reports the innovations used by the sample, educational resources used and recommended, the effective features of sample's teacher education programs, and what respondents think of as an "ideal teacher training" program.

Resources Used and Recommended

With the vast array of possibilities to choose from in resources available to the church educator, the listing offered by the respondents is extremely limited. The answers have been grouped as follows:

<u>Audio-visual resources</u>	<u>Number of times mentioned</u>
1. <u>Films:</u> CFA Training Films	10
Dr. Glasser's TV film series "Schools Without Failure" (Public Educa- tion Channel)	2
"The Antkeeper" (on the incarnation)	1
2. <u>The overhead projector</u>	0
<u>Synod Education Department Staff</u>	2
1. Hughston R. Peyton, Administrator	
2. Chuck Howdeck, Research Consultant	
3. Marvella Beck, Teacher Education Consultant	
<u>Simulation Games</u>	2
1. The Planning Game	
2. Teaching Strategy Game	
<u>Teacher Training Kit</u>	1
Leader-in-a-box	
<u>Locke Bowman tapes</u>	2
<u>School District AV Media Consultants</u> (San Diego)	1
<u>Argus Training Films</u>	1
<u>Bethel Bible Series</u> (for adults)	1
<u>NTEP Teaching Skills materials</u> by Bowman and Griggs	1

Effective Features of Teacher Education Program

In answer to the question, "What do you think is the most effective feature of your teacher education program?" 22 respondents (50.0%) offered varied answers which have been categorized descriptively in the following section:

1. It is constant, on-going, available.

"We have a very effective on-the-job training afforded by able lead teachers, creative department superintendents, and I am always available for supervision and continuing help."

"I support all teams on all levels at all times (workshops, quarterly meetings, monthly planning). Personal support."

2. It is geared to local needs.

"Our department structure is planned to meet our needs."

3. Leadership is competent and inspiring.

"The personnel who lead inspire the teachers in their planning and teaching."

"The person in charge of our teacher training program is a public school psychologist. He is very good. He is a member of our church, and conducts a training class every first Monday of each month."

4. It is basic biblical and doctrinal training.

"A Layman's Theological Course."

"Understanding the Bible."

"Life-builder doctrinal lectures."

5. It is a team ministry.

"Most important feature is informality in approach and genuine efforts on the part of the superintendent and DCE and pastor to demonstrate team teaching through their shared ministry."

"We develop leaders through team teaching (4 per class with 2 substitutes) with built in on-the-job training for the less experienced teacher."

6. Pastoral support and involvement is available.

"The pastor is very much involved in inspiring the teachers; serves as resource minister during monthly department meetings. Is quick to send personal letters of commendation when he sees something good."

7. A variety of creative techniques are used.

"The inductive approach."

"The use of simulation games."

"Observation-demonstration sessions."

"Crafts and drama workshops."

"The use of new films afford an excellent opportunity to meet others and discuss educational concerns and problems."

8. Presbytery support is outstanding.

"Our presbytery Fall Retreat (at Point Loma) gives the inspiration and support for the rest of the year."

"Support of our presbytery teacher training events."

9. It requires commitment.

"The Bethel series is not easy, but in the long range is the most effective. . . ."

Innovations Used and Reported

The study included a question on innovations in educational techniques and/or content to uncover any pioneering educational ventures in the sample group. What follows are brief summary descriptions of "innovations" reported by the 21 (46.6%) respondents. Clearly the word "innovation" is being interpreted broadly as a procedure or resource that is being used by the sample for the first time. It is "new" to the sample and a departure from previous approaches. It is obvious that over one half of the sample group had nothing to report.

1. Curriculum-building

"We write our own curriculum, using experiential learning process and train our teachers by using the same process and methods we hope they will use with their students."

"We have written original units on:

1. Sacramental meals
2. Africa for Junior Hi
3. Film-making project."

2. Flexibility in the use of traditional curriculum

"Each teaching team chooses each [sic] own curriculum."

"We are trying to be relevant and interesting at each age level. When 5th and 6th grade material did not seem suitable to the 5th grade class, a switch was made to 3rd grade material which suits the group just fine!"

3. Cluster ministry

"We have been doing our teacher training with another Presbyterian church and the number attending has increased since."

"The film preview program with several churches has been very interesting and helpful."

4. The use of new material resources

Simulation games: Teaching Strategy
Planning Game

Cassette-tape training:
Story-telling
Problem-solving
Team-teaching

Resource room for teachers:
The room is equipped to encourage self-study and research.

Overhead projector:
"We have just ordered an overhead projector and hope to do some subject matter instruction while giving operating instructions."

5. The use of creative techniques

Observation/demonstration:
"We are having a teacher training class with observation (new for us)."

(This statement came from a church of over 2,000.)

"Creative learning participation with emphasis on field trips, service projects, folk worship, drama, dance, etc."

Team Teaching

6. Family cluster approach

In worship: "We have innovations in a program of bi-weekly family breakfasts and round-table worship led by different lay

families, who need lots of help."

In summer ministry:

"We started a summer 'Creative Workshops' for children to replace VCS."

"We have done an inter-generational series of family celebrations (6) very successfully."

7. A program of paid department coordinators

Two churches in the sample group are employing paid coordinators. One described the plan in this manner:

"Coordinators are paid \$2.50 per hour with a \$15.00 maximum per month. Their main responsibility is assisting the Director of Christian Education in leadership and teacher training."

Ideal Teacher Training Program

In response to a question on the ideal teacher education and support program, only nine respondents (19.9%) conceived of the ideal program as an integrated whole with several components. The majority saw the ideal teacher-education/support program for their church as a one-time event of short duration. Fourteen (31.1%) responded with "I don't know," or "I wish I knew." From the varied and segmented responses of fifty per cent of the sample outlined in categories below, it is possible to discern parts of a pattern of education for Church School teachers.

1. A one-time event of short duration

a) A week-end retreat

"I was pleased with a local training we had over two days. The ideal would be to do this every 6 months, or at least annually. From 11:30 - 3:00 p.m. we had lunch and then presentations on drama, music, and crafts. This was on Saturday. On Sunday after the worship service we had a speaker speak to the teachers on teaching technique. This was followed by the teachers and prospective teachers teaching students in the classroom."

"A three day retreat with lab experience in media and techniques."

b) Once a year symposium

"Once a year all day symposium on every facet of Sunday School teaching."

2. A model with several components

a) "Have every teacher go through:

- 1) Instroteach workshop
- 2) Teaching skills workshop
- 3) Involved in biblical study all year."

b) "Bible Survey
Personality Development
Regular Department Planning
Sustained Individual Counseling."

c) "Instroteach workshop
Teacher-observation workshops
Objective training
Teaching methods and techniques . . . all year
as most of the teachers are new."

d) "Fully attended yearly retreat for fellowship and spiritual growth. 4 content-centered and theologically oriented quarterly meetings.
2-6 weeks courses in O.T. and N.T. orientation.
1 or 2 skills workshop each year. Opportunity for parent orientations."

- e) "Mini retreats twice a year (all day) and because we all study the same biblical material (grades 1-8), sessions on theology and teacher training monthly or every six weeks."
- f) "Four years of college. M.A. degree from SFTS and 5 years teaching experience. No outside distracting commitments. More room."
- g) "Committee help with recruitment. Regular conferences with each teacher. Total participation in Presbytery, cluster, local church, and Synod educational events, like workshops, academies, retreats, etc. Observation of FIRST RATE teaching situation. In-service training by team composition: trainee, teacher, teacher, and fourth member--an outgoing teacher-substitute confessor. Much adult education programming by Biblical scholars in interpretation (content)."
- h) "Where all teachers meet regularly throughout the year, discuss freely, and have theological and educational input given by DCE, pastor, and visiting experts. Or perhaps a week-end retreat doing same thing as above."
- i) "Something that includes observation, evaluation, study of new ideas, a growing fellowship, and sharing with other church teachers."

3. A program of regular planning and sharing

- a) "We have not come up with the ideal yet, but we feel it must be departmentalized. We have trouble getting people out for meetings so that even when good things are planned, attendance is not necessarily satisfactory."
- b) "Regular meetings and discussion groups. Very difficult to get them out of community to night meetings, and almost impossible for week-ends."
- c) "Actual weekly department program planning."
- d) "Departmental planning workshops."

4. A curriculum change

- a) "Getting back to CFA and attending the workshops provided."
- b) "Do away with Scripture Press. . . . A sustained program of teacher education is not possible when teachers use this curriculum. It locks them into a false sense of sufficiency."

5. Increased educational assistance program

- a) "More Presbytery events, like the C.E. Academy. Perhaps on semi-annual basis. And regular teams to come to local church general teacher's meeting. Our being in the dessert - it is a little far."
- b) "More support from Presbytery experts. They should be helping the smaller churches. . . ."
- c) "As a member of the AIED program of support, I see us creating a program where we go into every church (if they desire it) once a year and help where needed."

There are striking individual answers that express inaction. One was awaiting some future turning of events before planning for teacher education: "We are doing nothing right now, but with the prospect of a new committee in 1972, things look brighter." Two churches saw no need for it, as expressed in the words of one pastor, "I am realistic. I can't even make them attend once-a-year Sunday School meetings. No teacher training. They are smart enough to figure out the lessons." Finally, one expressed the sentiment of several churches without a system of educational improvement by saying, "Just doing the best we can. That's all we can do No future plans."

CHAPTER VII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The Purpose of the Questionnaire Study

The overall purpose of this investigation was to determine the prevailing practices in the training of local Church School teachers, to identify the major problems, and to offer recommendations for the alleviation of these problems.

The specific purposes were focused in obtaining answers to the following questions:

1. How are persons recruited for teaching?
2. What abilities and competencies are sought among prospective teachers?
3. Are there any qualifications and standards set for teaching in the Church School?
4. What opportunities for training and support are provided in the local church?
5. To what extent do teachers from the sample churches take advantage of Presbytery, Synod and ecumenical training opportunities?
6. What education do Church School teachers need?
7. What successful educational training models, if any, are reported in the sample?

The Procedure

A questionnaire was administered by mail to a total sample of 70 churches, to answer the major questions of the study. Forty-eight questionnaires (68.4%) were answered. Three of the questionnaires returned were discarded as unsuitable for analysis because of incomplete information.

The questionnaire covered the assumed areas in the training of church teachers:

1. Recruitment practices
2. Standards for teaching
3. Areas of teacher abilities and personal qualities.
4. Events and activities of the support/education system:
 - a) Local events
 - b) Cluster events
 - c) Synod events
 - d) Presbytery events
 - e) Ecumenical events
 - f) Other

The questionnaire used both check list and open-end type questions. To validate and confirm responses obtained by mail, three respondents were interviewed in person, and five by telephone. The total responses were then analyzed

to determine the degree to which the major questions of the study were answered.

SUMMARY OF MAJOR FINDINGS

The questions with which the investigation began will be answered briefly, without extended discussion and without presentation of detailed evidence underlying each answer, since this has already been reported in earlier chapters.

How are persons recruited for teaching in the sample?

1. Persons are recruited for teaching not on the basis of certain set qualifications, but primarily on the basis of their availability and willingness.

2. The full responsibility for recruitment is assumed in 73 per cent of the churches by the professional staff. Only in 13 churches (26.7%) is there evidence of lay assistance in the recruitment of teachers.

3. About 25 per cent of the sample follow no plan for securing persons for the teaching staff. Vacancies are filled whenever they occur. In over 68 per cent of the sample, once-a-year procedures are employed. Only in three churches (6.8%) is there an on-going program of recruitment.

4. In over 42 per cent of the sample, teachers are secured for an indefinite term of service; in 47 per cent, for a yearly term; in about 11 per cent, for a term anywhere from a month to two years.

What abilities and competencies are
desired in prospective teachers?

There is no significant consensus on the abilities and competencies desired in prospective church teachers. The only competency specified by more than 50 per cent of the sample (62.2%) is: "Insight into human relationships and group processes and skill in applying such to teaching."

What personal qualities are
desired in prospective teachers?

There is significant consensus in the four qualities specified as desirable qualities for teachers: 1) Love of people (91.1%), 2) Personal commitment to God in Christ (88.9%), 3) A liking for teaching (86.7%), and 4) A pleasant personality (60.0%).

A wide range of personal qualities are specified by individual respondents which suggest something of the wide and varied range of understanding in the sample concerning the role of the Church School teacher.

Are there any qualifications/standards set for teachers?

There are no clearly specified standards for teachers in the sample. As previously mentioned, the major criteria for the selection of teachers is their availability. By inference, flexible standards are assumed. The only criteria mentioned by more than 50 per cent (69.9%) of the sample is church membership, although even in churches that mention it as a criteria, non-members are currently teaching.

To what extent do churches in the sample take advantage of Presbytery training opportunities?

A total of 33.3 per cent of the sample did not participate in Presbytery-sponsored training events in 1971. Among those who attended, the frequency of attendance ranged from two events to nine events for the 12-month period. The Teacher Education Academy and the Listen and Learn/See and Do workshop drew the most number of participants in the sample.

To what extent do churches in the sample take advantage of Synod training opportunities?

A total of 19 churches (42.2%) attended Synod education events, while 26 (57.7%) had no record of participation for the full 12-month period. The Idea Fair, Theonetics Symposium, and Instroteach Workshop drew the largest number of participants from the sample.

To what extent do churches in the sample take advantage of ecumenical training events?

Only eight churches in the sample (17.7%) participated in ecumenical events during the 12-month period of the survey year. Only the GLASS Convention was attended by more than one church.

To what extent do churches in the sample take advantage of cluster training events?

Only a total of 13 churches (28.9%) attended cluster events, while 32 (70.5%) had no participation. The Creative Arts workshop and the Idea Fair drew the greatest numbers from the sample.

What successful educational training models are reported by the sample group?

The training models which emerged from the research would seem to indicate that sporadic and old patterns of "Teacher Training" are still the operant modes in a majority of the churches in the sample. There is no clear trend toward a consistent and newer style of training.

What education do Church School teachers need?

The research suggests something of the confusion in the sample group in identifying the task of the teacher and

the competencies required to do an effective job of teaching. Defining the task of the teacher is central to the teacher education and support program of an educational ministry.

CONCLUSIONS

The research underscores the urgency of defining the wide range of knowledge, abilities, and personal qualities necessary for effective teaching. Teacher education and support programs must provide the teacher with the tools required to work at the intersection of theology, educational process, and contemporary personal and social issues.

The study resulted in highlighting those areas in the teacher education and support program most in need of concentrated attention and assistance in order to ultimately effect improvement in the quality of teaching in the classroom.

Finally, this research confirmed the necessity for teacher training designs that are relatively simple to use based on a definition of the five specific roles of Church School teachers. Implicit in all of the training designs recommended by this investigation are significant theological issues which need to be recognized at every level of teacher training.

One of the premises of Christian Education is that education in the church is not exclusively cognitive but is concerned with the total person as a thinking, feeling, acting being. Consequently, educational processes are required to reflect cognitive, emotive, and experiential aspects of learning in the context of human relationships. Communicating the Christian faith must find its impetus in the good news of God's past and continuing action in human life, mediated to us through the Scriptures and uniquely in the person of Jesus Christ. Therefore, the purpose of Christian education should always be nothing less than the purpose of the church, namely, to reclaim lives for Christ, to nurture them, to equip them to serve in the church's ministry, and to send them on the mission.

The Christian gospel lies at the heart of theology. In one of the training designs in Part II of this paper, the Christian community is considered as the doorway to the curriculum and as the place where most Christian education occurs. But the gospel makes the community and gives it its purpose. The gospel is the account of what God did, of what God is doing, and of what God promises to do. The core of the gospel is divine action. The gospel has often been summarized in a few words. Here are two familiar summaries from the New Testament:

For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life. (John 3:16)

If any one is in Christ, he is a new creation; the old has passed away, behold, the new has come. All this is from God, who through Christ reconciled us to himself and gave us the ministry of reconciliation. (2 Corinthians 5:17, 18)

The Church School points to that healing when it draws people into fuller life in the reconciling community of Christian faith. There it offers instruction and seeks discussion. Some sessions center on the study of the Bible, which first tells this gospel. Others center on the working of that gospel through the ages or on the contemporary problems of persons and society.

Involved in this whole process are the doctrines of theology--doctrines of God, of revelation, of man, of Christ, of redemption, of history, of the church, of eternal life. Sometimes the Church School will talk directly about doctrines, explain and discuss them, check them against experience. At other times it will never mention doctrines as such; but in experiences of worship people will learn of God, and in study of the Bible and the modern world they will learn of man's need and the healing powers of Christ.

Brief though these statements are, their implications for teacher training reach out endlessly. This study recognizes the acute need for the teacher to move beyond method to faith. What is called for now is a renewed respect for education in the Church, a more accurate understanding of the purpose and process of Christian education, and more effective practice of the skills of teaching which encourage Christian learning and growth.

RECOMMENDATIONS

The recommendation which is an outgrowth of the study is in the form of a series of teacher training models designed by the investigator to illustrate the possibilities that are being missed by the traditional approaches practiced in the sample group. Furthermore, these designs are attempts to meet specific needs in teacher education uncovered by the research.

These designs have been field tested. The Orientation Design was first used in August of 1972 in a three-day Teachers' Retreat for the Manhattan Beach Community Church. The workshop design to introduce teachers to resources in the five roles was initially tested in November of 1972. More recently, in January 1973 the various designs on the

five roles have been used at the Bethany United Presbyterian Church. Since then, other teacher trainers have "walked through" the steps of the various designs with reported ease. The popularity of the designs with requests for repeated workshops attests to their effectiveness. Currently, the ITA, IntroTeach Alumni of the San Fernando Presbytery has been since February using the five-abilities design in sharpening their own skills and in introducing the roles of the teachers to the various churches. In November of 1973, the five-abilities design will be used in the San Fernando Presbytery Fall Academy to be held at the Panorama Presbyterian Church.

These will be presented in Part II of this study.

PART II

PROPOSED TRAINING DESIGNS

CHAPTER VIII

ORIENTATION TRAINING FOR NEW TEACHERS

This series of training designs is for new teachers. As such, it is in simple, foundational level intended primarily to help participants "get in touch" with the task of education in the church. Procedures will be presented in outline form for six sessions, as follows:

- SESSION I Training in Group Building
- SESSION II Our Task in Christian Education
- SESSION III The Persons We Teach
- SESSION IV The Environment for Teaching/Learning
- SESSION V The Process of Teaching/Learning
- SESSION VI Observation/Interpretation

I. TRAINING IN GROUP BUILDING

A. Objectives:

The participant will:

1. Share with the group some of his past and present conditions; his concerns and future hopes.
2. Express the depth of his group experience thru his spontaneous participation in the worship celebration at the conclusion of the session.

B. Steps:

1. Start with your familiar getting-to-know-you techniques. Regroup and continue the process by using some of the other procedures listed below:

a. Feeling Groovy

With name tag pinned on lapel, the enabler gives everyone a picture magazine to leaf through with these instructions:

"Tear out 5 or 6 things that sum up how you are feeling and thinking at the moment. Then gather up your tear-outs and paste them in some meaningful way on a sheet of construction paper. Choose a color that best describes how you feel at the moment."

"Get together as a total group and explain your name tag collage. Example: 'I picked the color grey because I have the blues and the blahs today. And I picked this aspirin bottle because I have a terrible headache.'"

b. What's Your favorite?

Share answers to the following questions:

What is your favorite month of the year and why?

What is your favorite time of the day and why?

What is your favorite spot in the house and why?

c. Color Me

The leader starts by sharing his impressions of two or three people in the group by giving them colors so that everyone knows what to do.

In groups of twos ask everyone to study each other in silence and to think of a color that comes to mind for the other person. For instance, yellow might come to mind because the person reminds one of sunshine.

Total group shares impressions. Go around the second time with this instruction:
"What color would you give yourself? Why?"

d. I Have Two Hands

What are my hands saying? Participants are instructed to find new ways of saying something with their hands. Share. One of the hand signals can become a special sign to use with each other.

e. All About Me

The kind of people I like are _____ because _____.

Some day I want to see these places _____ because _____.

These things make me laugh _____.

These things make me cry _____.

These things bug me _____.

What I really like about myself and feel good about are _____.

These things worry me about teaching _____.

2. Workshop leader presides over the closing act of celebration and commitment.

C. Notes For This Session:

A large amount of time needs to be spent on group building with every new group of teachers. Part of becoming a group is the honest sharing of individual pasts, present conditions, concerns and future hopes.

A teacher education program in the church that fails to provide opportunities for the staff to get to know each other through honest sharing, fellowship, and celebration will have a difficult time getting off the ground.

The group-building process can be expressed in this diagram:

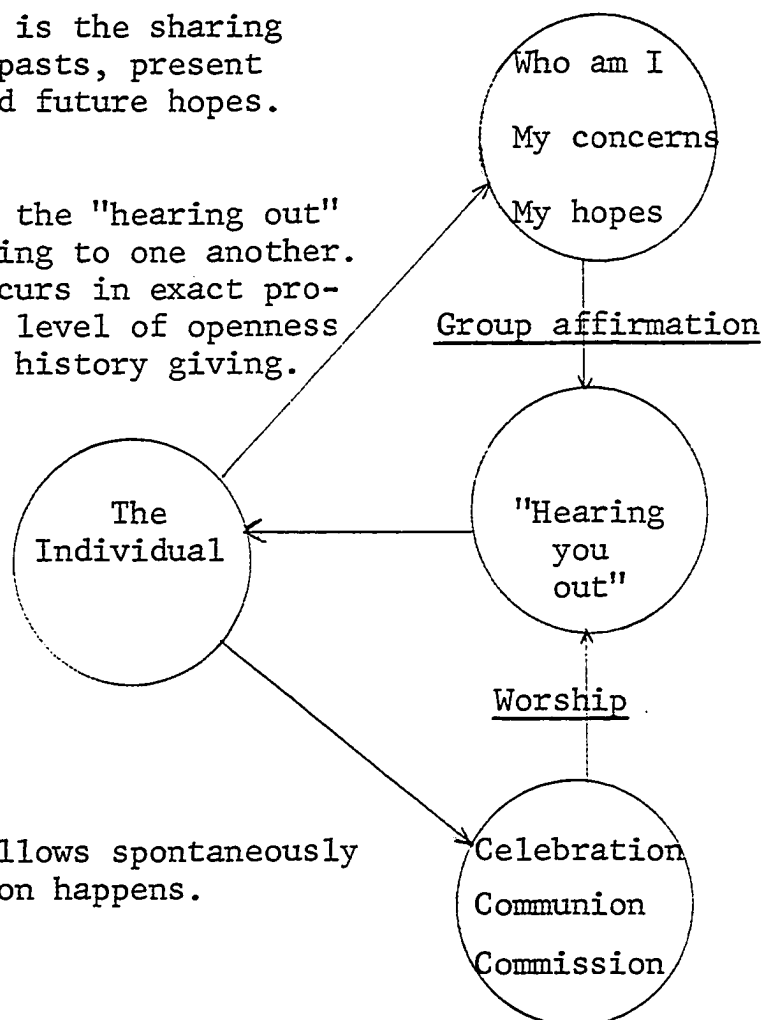
THE GROUP-BUILDING PROCESS

Individual history giving

History giving is the sharing of individual pasts, present conditions, and future hopes.

Affirmation is the "hearing out" and the listening to one another. Affirmation occurs in exact proportion to the level of openness and honesty to history giving.

Celebration follows spontaneously when affirmation happens.



II. OUR TASK IN CHRISTIAN EDUCATION

A. Objectives:

The participant will:

1. Share his earliest memory of the Church School. Also share his general impression of his own Christian education. How good? How bad?
2. Express in written form his understanding of the task of education in the church.
3. Respond in verbal and written form to theoretical statements of Christian educators.

B. Steps:

1. Introduce the purpose of the session.
2. Distribute worksheet with these two questions to be answered by participants:

What should education in the church do?

What is your earliest memory of Church School?
3. Share and summarize the responses to the two questions.
4. Display on newsprint, project on overhead, or distribute mimeo copies of some of the statements of Christian educators on the purposes of church education. Choose a statement which fits your particular situation.
5. Discuss in teams of 4 or 5. Compare your opinions with the prepared statements.
6. Individually rewrite original statements on "What should education in the church do?"

C. Notes for This Session:

The Christian heritage is full of individual and group pasts. Part of understanding the task of Christian

education is the sharing of individual pasts in the group experience.

A serious consideration of what Christian educators are saying, and a careful study of the denominational position on the goals of Christian education, adds to one's creative involvement in teaching/learning.

III. THE PERSONS WE TEACH

A. Objectives:

The participant will:

1. Demonstrate his understanding of the identifiable stages in the growth and development of persons.
2. React verbally to the film "What Do You Think?"
3. Make a written assessment of his own personhood.

B. Steps:

1. Display wall charts on the developmental tasks in education, stages of growth and development of persons.
2. As a pre-set and warm-up to this session, give the group the "Test on Psychological Principles" by Joseph D. Noshpitz. Correct the answers but do not get into any lengthy discussions.
3. Show the film "What Do You Think?" (available at the Synod Office, 1501 Wilshire) and encourage the group to give their reactions.
4. The workshop leader presents the identifiable stages in the growth and development of persons. At the end of every stage of development, the leader engages the group in a procedure intended to create an experiential awareness of the age level. Some examples are the following:

Exercise 1 Grab a piece of clay. Mold it, smell it, look at it closely, sense your being in it. Now tell about it in words that a 3-year old would use. Write down your answers. Compare.

Exercise 2 In the words of a 5 year old, tell about your clay.

Exercise 3 In twos, reflect as 8-10 year olds about your clay. Then ask your partner, "What can you do with your clay?" He answers as an 8-10 year old.

Exercise 4 Fill in the blanks with the words and imagination of an adolescent. "If only this clay were _____ then I could really _____ with it." Share answers.

5. Summarize the stages into a process of "becoming" into an integrated whole. To reinforce the concept of "wholeness" and the inter-relatedness of all stages of development, give the final exercise:

Exercise: Think of your own person. What is the connection between your past, your present, and your future hopes? Write out answers. How has the church influenced who you are?

IV. THE ENVIRONMENT FOR TEACHING/LEARNING

A. Objective:

The participant will demonstrate his understanding of the components and importance of the physical environment for learning by creating a learning environment for an assigned age group and with the materials provided.

B. Steps:

1. Introduce the workshop purpose by defining the meaning of "environment for learning." (See notes on this session.) Limit the scope of the workshop in terms of the physical room environment.
2. Give participants the following instructions after they have been grouped according to grade level they teach.

Go to your classrooms. Before you enter, take two deep breaths, and open the door.

As you do, make the following observations. Jot down your observations:

- a. From your set-up, list what the children will learn as they enter.
 - b. Note what the children will see.
 - c. Observe what is provided for learning by viewing.
 - d. Re-check the heat, light, ventilation, seating.
 - e. Check the supplies to see if all are in readiness.
3. Share observations in total group.
 4. Re-group in grade-level teams again, and give the following exercise:

Exercise: With the materials available to you in your classrooms, set up a teaching/learning environment for next Sunday's lesson.

5. Total group visits all the classrooms and gives observations about every classroom.
6. Leader distributes self-evaluation checklist and gives time for team evaluation.

YOUR CLASSROOM ENVIRONMENT CHECKLIST

Yes No

- | | | |
|---|---|--|
| — | — | 1. Does your room "speak" the concept you are trying to teach? |
| — | — | 2. Are there extraneous materials that detract from the concept you are trying to demonstrate? |
| — | — | 3. Have you checked the seating arrangement, light, heating and ventilation? |
| — | — | 4. Are supplies needed for class session in readiness? |
| — | — | 5. Have you used all available space to the best educational advantage? |
| — | — | 6. Is your classroom a joyful place in which to experience the living presence of God? |
| — | — | 7. Do you make changes in your room environment every week in accordance to your teaching/learning objectives? |
| — | — | 8. Have you done your best to enhance the teaching/learning environment of your class for this Sunday? |

C. Notes for This Session:

Use to introduce this training session:

The classroom teaches, but the setting for effective Christian education does not only take place in the classroom.

This means that there are certain things a church must have in order to have an effective Christian education program. Among them are:

1. Congregational concern that the power of the Gospel be experienced in all phases of living and that there be an ever-widening circle of people who are deeply concerned about it.
2. Corporate worship in the church.
3. Systematic and continuing teacher training.
4. An educational program in which parents of church school children are involved.

"Christian education requires a clear idea of the reason for Christian teaching and learning. The church, the minister, the educator, and the learner need to know what the teaching/learning process is supposed to accomplish in the Christian community. They need to know what it is and why it is essential."

"Christian education requires a church that is truly the church of Jesus Christ at work."

"Christian education requires a church school that is a real school. . . . At the center will be worship, the direct service of God, search for his will, and dedication to it altogether."

"Christian education requires sound instructional materials. Such materials will lead the pupils to live in Christ. . . ."

"Christian education requires the kind of building and the sorts of equipment that invite children, youth and adults to venture into the Christian life; that help rather than hinder Christian teaching; and that stand both as tools and as symbols of the centrality of Christian nurture in the church that is the community of Christ."

"Christian education requires intelligent, skilled, and dedicated administration."

V. THE PROCESS OF TEACHING/LEARNING

A. Objectives:

The participant will:

1. Experience through simulation games some of the processes by which persons learn.
2. Demonstrate understanding of the process of learning through lesson or unit planning.

B. Steps:

1. Depending upon time available, play two or more of the simulation games given below, in the order given.

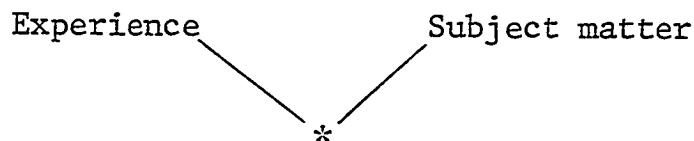
Teacher Survival
The Planning Game
Teaching Strategy

2. At the conclusion of every game, discuss and interpret the process experienced.
3. By grade-level teams, plan a lesson or unit, using the four steps in planning given in the Planning Game.

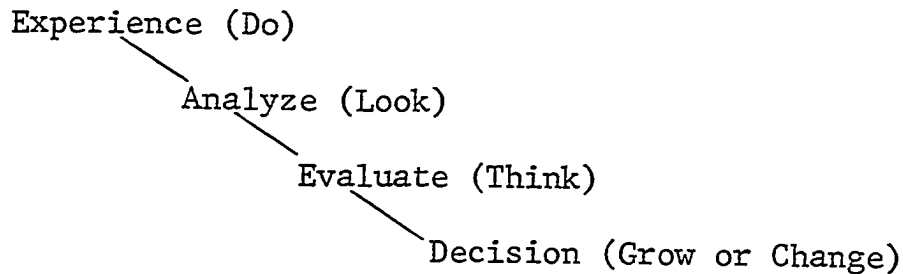
C. Notes for the Session:

The Learning Process and Christian Education

One theory of learning says that learning takes place when experience and subject matter come together.



Another theory says we do not learn by experience alone, but by analyzing experience, evaluating experience and then making some decision as to action or change.



To combine these two theories we can see that subject matter is necessary at every stage from analysis to decision.

DO, LOOK, THINK, GROW (in parentheses below) have at times been used to express the same idea.

EXPERIENCE

(the here and now of
my experience)

SUBJECT MATTER

(the there and then
of the experience
of others)

Action (Do)

Action (Do)

Analysis (Look)

Analysis (Look)

Evaluate (Think)

Evaluate (Think)

*

Decision

(Change or Grow)

Whether Experience and Subject Matter ever come together (whether learning takes place), depends upon the surrounding climate or atmosphere.

EXPERIENCE (DO)

Analyze

Evaluate

SUBJECT MATTER

Analyze

Evaluate

*

Climate

Quality of Relationships

In Christian education, the Experience is the learner's experience, the HERE and NOW experience.

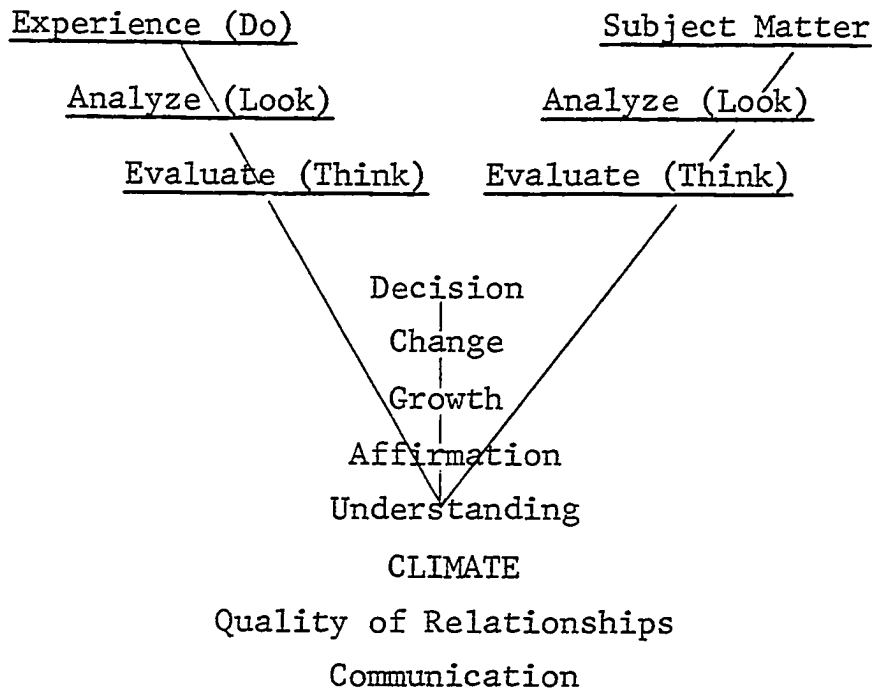
Subject Matter is our own THEN and THERE experience or was someone else's HERE and NOW which for us makes it a THEN and THERE experience.

INTERPERSONAL
and
SOCIAL ISSUES

(Here and Now)

HERITAGE

Someone else's here and
now Experience (Then
and There)



An enabler in the classroom plans his lessons on the basis of what is most HERE and NOW for the persons in the class.

Enablers can do a great deal to provide a climate in which learning can take place, but one particular element involves "Waiting upon the Spirit"--and only God can give "the increase."

VI. OBSERVATION/INTERPRETATION

A. Objectives:

The participant will:

1. Receive training in observation and the objective interpretation of what is observed.
2. Practice his skills of observation by observing an actual classroom teaching situation.

B. Steps:

1. Use Observation Interpretation Booklet by Hughston R. Peyton (Available at the Synod Department of Education, 1505 Wilshire, L.A.)
2. Depending upon its availability, the best observation training is the Instroteach Workshop.

CHAPTER IX

TRAINING IN THE FIVE ROLES
OF THE TEACHER

This series of training is based on the concrete definition of the five roles of the Church School teacher.

These designs are repeatable for all other roles.

- | | | |
|---------|-----|---|
| SESSION | I | Teachers's Workshop to Introduce Resources on the Five Teacher Roles |
| SESSION | II | Sample Workshop Dealing with One of the Five Teacher Roles |
| SESSION | III | Sample Transparencies |
| SESSION | IV | Theology Quiz - Teacher as MI |
| SESSION | V | Teacher's Workshop to Introduce New Mission Stewardship Printed Resources |
| SESSION | VI | Teacher Self-Evaluation Checklists |

I. TEACHER'S WORKSHOP TO INTRODUCE RESOURCES ON THE FIVE TEACHER ROLES

A. Objectives:

The participant will:

1. Have the opportunity to meet specialists who will assist them in developing teacher education programs based on the Instroteach Guidebook, 5 Areas of Church Teacher Competence.
2. Be engaged in a process of examining the types, uses, and purposes of material resources useful in developing the five comprehensive roles of the Church School teacher.
3. Be introduced to the five areas of the Church School teacher's role.

B. Steps:

1. Enlist educational specialists who will be responsible for gathering resources and developing plans for the resource centers.
2. Set up a resource center (or area) for each of the five roles.
3. Assign one or two educational specialists (educational consultants) in each resource center to assist participants and to lead them to books, articles, audio-visuals, and to answer questions and concerns.
4. Prepare an Orientation Sheet of Instructions to give to participants when they arrive. The sample given below may be adapted for use.

Instructions to Resource Centers

In area . . . (1, 2, 3, 4, 5) you will find resources on the five areas of Church School teacher competence. These areas are:

- Area 1 Director of Learning (DL)
- Area 2 Guide and Counselor (GC)
- Area 3 Mediator and Interpreter of
the Christian Faith (MI)
- Area 4 Link with the Community (LC)
- Area 5 Participant in the Church's
Teaching Ministry (PM)

You are free to plan your time in exploring the five areas. You have two hours to see what is available.

Before you start, however, please get a copy of the booklet 5 Areas of Church Teacher Competence by R. Merwin Deevey, Howard J. Demeke, Raymond E. Wochner, and Locke E. Bowman, Jr.

The Educational Specialists in each Center will help you by summarizing for you the scope of the role as well as help you with your specific concerns.

A bell will ring at _____ (time); please plan to assemble in room _____ in exactly five minutes after the bell rings for the group sharing session.

5. Gather as a total group for the concluding sharing session.
6. Suggest a follow-up training program to this introductory workshop.

II. SAMPLE WORKSHOP DEALING WITH ONE OF THE FIVE TEACHER ROLES

Role III. The Teacher as Mediator and Interpreter of the Christian Faith

A. Objectives:

The participant will:

1. Identify the seven characteristics of the role.
2. Demonstrate understanding of the role through concrete teaching/learning examples.
3. Express in written form participant's evaluation of his own role as mediator and interpreter of the Christian faith.

B. Steps:

1. Introduce the five areas of Church School teacher competence through prepared transparencies and/or through the ROLE OF THE TEACHER BOOKLET.
2. Explain the purpose of the workshop by telling the group that the session will deal only with one of the five roles. Then distribute mimeographed copies of the bulleted items on pp. 21-23 of the ROLE OF THE TEACHER BOOKLET.

Allow time for silent reading of the seven characteristics of the role.

3. Group participants according to the grade level they teach.

In teams discuss: What does the role mean in concrete terms? What illustrations can you list from your own teaching/learning experiences?

4. Each group shares their list of concrete teaching/learning examples of the teacher's role as mediator and interpreter of the Christian faith.

5. Distribute MI checklist. Participants check appropriate responses and keep the checklist for self-evaluation.

Continue by asking participants to match items in the checklist with the seven characteristics of the role of the teacher as MI.

6. Use as many quick exercises as time allows as reinforcement to the correct identification of the characteristics of the role. Some examples are as follows:

Theology Quiz: The 10-point quiz is adequate to emphasize some characteristics of the role.

Picture Transparencies: (See few samples following) Show several transparencies and ask participants to identify characteristics of the MI role being portrayed.

Resource Display: The physical environment should portray the characteristics of the role. The display may include the following:

Confessional Banners attractively displayed in the room.

Resource Tables: Have at least one table for each of the seven characteristics of the role. A few samples are the following:

- a. Stewardship and Mission (such as "Education and Stewardship" pamphlet, I&S Notebook, "Mission Possible" posters, "Minute for Mission" cassettes, samples of books on stewardship and mission).
- b. Classroom Libraries (samples from the various classroom libraries, Bible Resource books from the church library such as Interpreter's Bible, etc.).
- c. Worship (samples of children's prayers from the Resource Packets, song charts, records, cassettes, songbooks of old and new sounds, worship resource books, etc.).

- d. Book tables on current theological thinking, etc.
- 7. Assign teams to resource tables with the following instructions:

Look through the various resources, and answer this question: WHAT IS THE CONNECTION BETWEEN THESE RESOURCES AND THE ROLE OF THE TEACHER AS MEDIATOR AND INTERPRETER OF THE CHRISTIAN FAITH?

Continue by listing some specific things you can do/intend to do within the next three months to implement certain aspects of this role in your own teaching.

- 8. Workshop leader presides over total group sharing and challenges the group to follow specific courses of action mentioned and to pursue an in-depth study of the four other roles. THIS WILL BE A GOOD TIME TO PROMOTE ANOTHER INSTROTEACH WORKSHOP:

- C. Note: THIS BASIC DESIGN MAY BE USED IN INTRODUCING THE CHARACTERISTICS OF THE FOUR OTHER TEACHER ROLES:

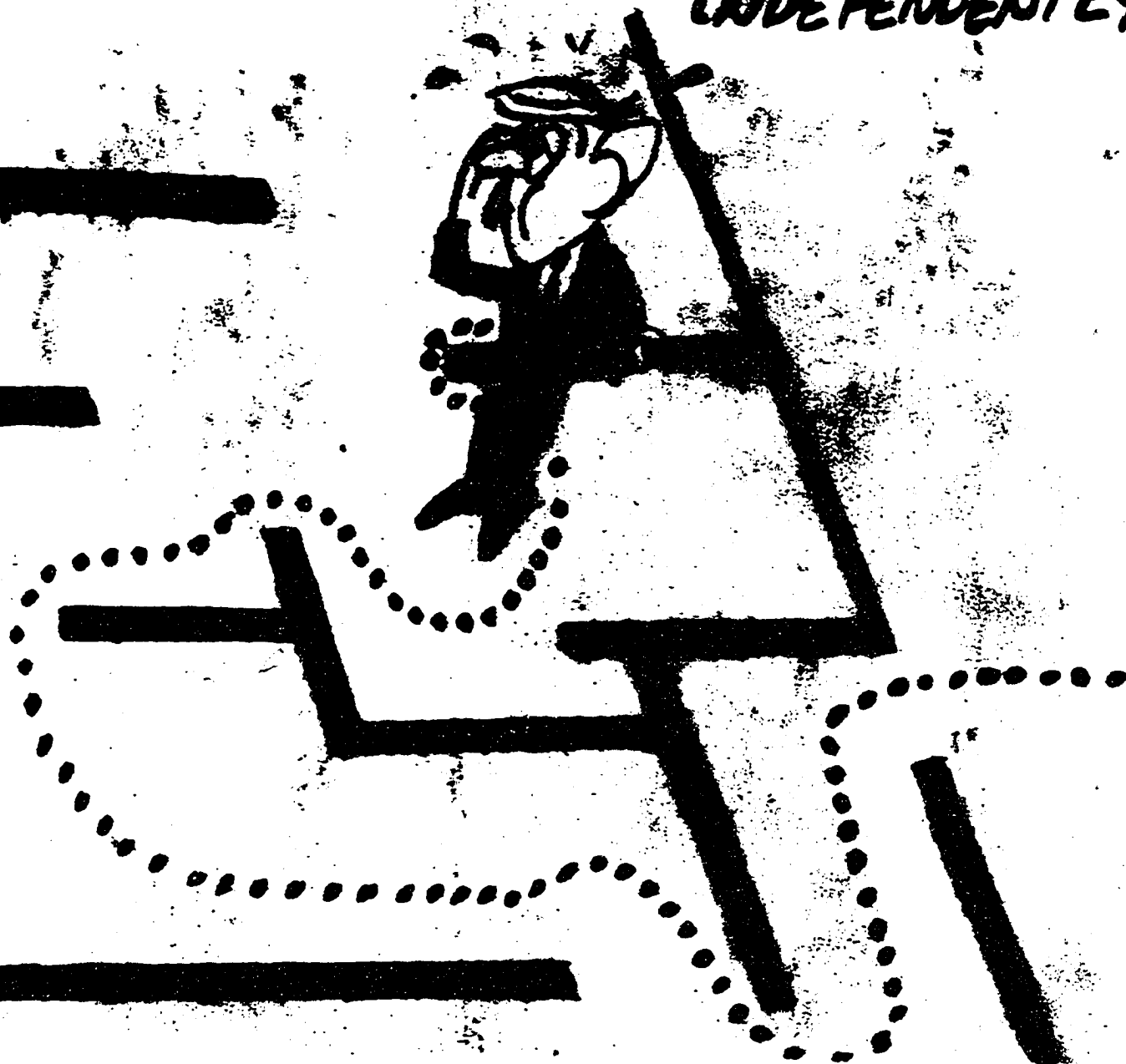
THE TEACHER AS GUIDE AND COUNSELOR
 THE TEACHER AS DIRECTOR OF LEARNING
 THE TEACHER AS LINK WITH COMMUNITY
 THE TEACHER AS PARTICIPANT IN THE
 CHURCH'S TEACHING MINISTRY

III. SAMPLE TRANSPARENCIES

These sample transparencies demonstrate the specific characteristics of the particular role of the Church School teacher.

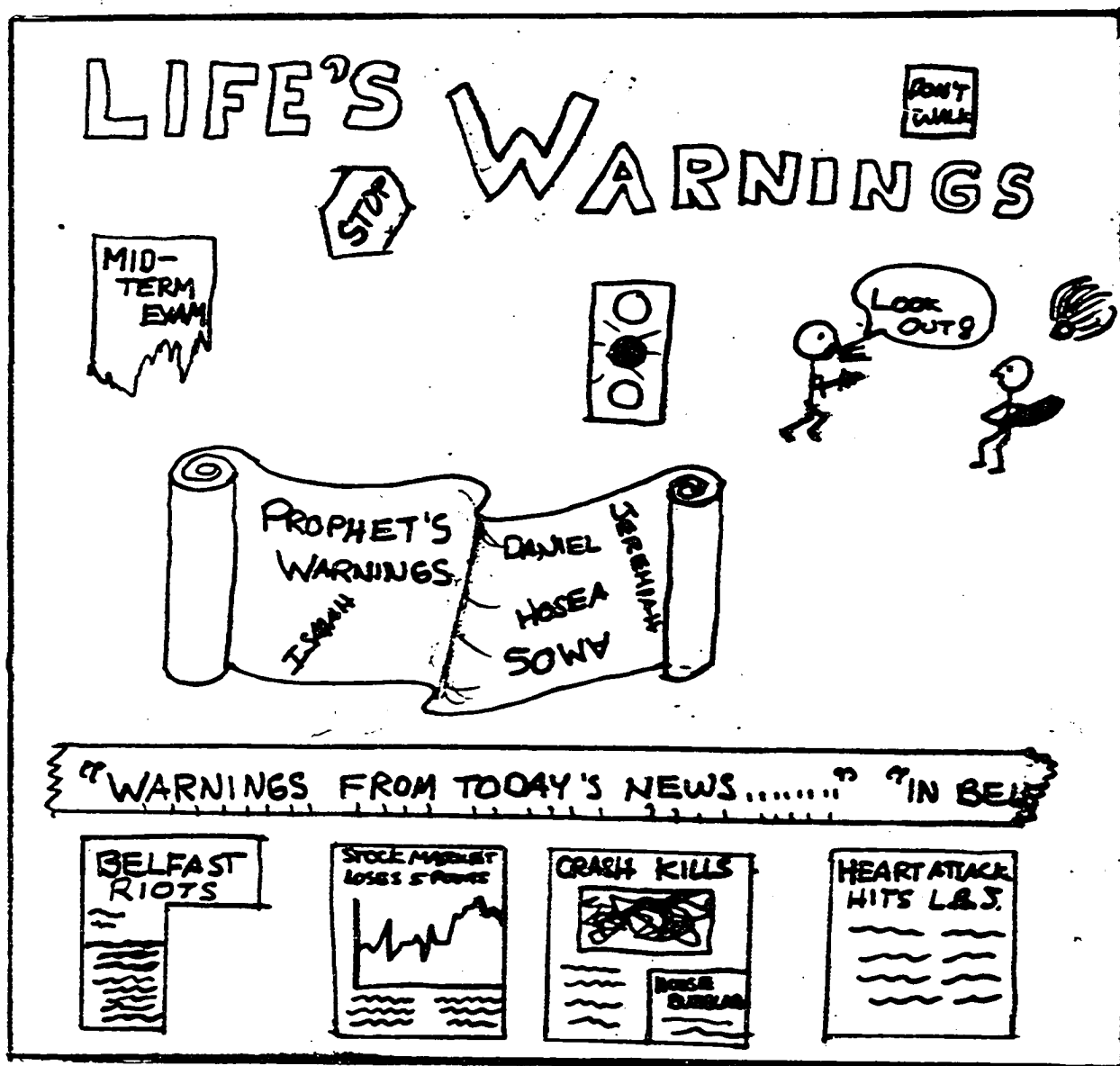
TRAINS LEARNERS TO THINK

INDEPENDENTLY



3.3 Seeks in appropriate ways to engage students in a continuing struggle with the meaning of faith in Jesus Christ.





3.4 Designs activities to develop student ability and sensitivity for:

3.41 Living at the intersection of human issues and the

Christian story.

3.42 Committing himself to the ministry of Christ in the world.

3.43 Recognising and identifying key personal and social issues.

3.44 Joining his fellow citizens in the solution of personal and social problems.

My Diary: The Day I Got Into One

BY LEE HARRIS
Times Staff Writer

ways wanted to come to Cali-
land of blue skies and sun-
Disneyland and Hollywood
where dreams come true.
Gainesville, Tex., two years
landed on 107th St. in
that's the ghetto. And that's

is 12 Black Undereducated.
ticipate for attempts. "urgla-
space for drug"
at re-ent-
became:

Man gets Back
Newly using Quota
for Poor Families

Occidental Beats
Deadline, Begins
Palisades Drilling

action for
a better
environment

THE ENVIRONMENT

County's Challenge
COUNTY
OF POPULATION BY
1990 CUT 1 MILLION

BY RAY HESBERT
Times Staff Writer

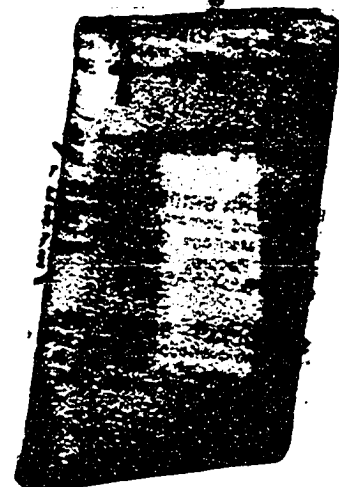
Regional planners Wednesday
claimed their forecast for Los An-
geles County's population in 1990 by

A Christian
Eco-Ethic

14 Therefore
house, which
name, wherein ye trust, and
unto the place which I gave t

Prevent
Pollution

What does
it mean
TODAY?



Drug Use a Symptom—

Not the Whole Problem

look

HEAR, O ISRAEL

TIME NOT TO PLAY
Tennis, Anybody?

Sly and Family Stone
Fill Forum to Capacity

South Shot to Death
S.F.'s Chinatown

Advocates Seek
ot on South's Ballots



ND THE VATICAN SYNOD

ope Paul: Man Who Must
Brave the Winds of Change

egration or
eparatism?

Anything Wrong With
Enlightened Self-Interest?

SILENCE -

Trappists Now
Speak—but
It's Not Easy

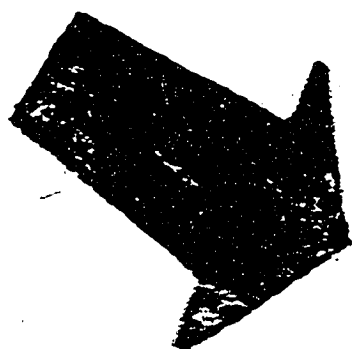
hark

**CIRCUS. A THING
OF JOY...**

We're working

on new ways

LESS LIKE THIS



IV. A THEOLOGY QUIZ - TEACHER AS MI

Agree Disagree

- | | | |
|---|---|---|
| — | — | 1. Jesus is God revealed in human form. |
| — | — | 2. Our knowledge of God is dependent upon our experience of Jesus Christ. |
| — | — | 3. The Bible is "The divine dream of salvation." |
| — | — | 4. The New Testament is the basic source-book for the Christian's basic beliefs. |
| — | — | 5. The Christian Church is the ordained institution for the fulfillment of God's mission in the world. |
| — | — | 6. The sacraments of Baptism and the Lord's Supper are what distinguish the Christian Church from other institutions. |
| — | — | 7. The creeds are essential to the life of a Christian. |
| — | — | 8. The best version of the Bible is the King James Version. |
| — | — | 9. The Trinity is an example of the mythology used as a literary style in the Bible. |
| — | — | 10. One's theology is really what one believes about himself and his destiny. |

V. TEACHER'S WORKSHOP TO INTRODUCE NEW
MISSION/STEWARDSHIP PRINTED RESOURCES

This design illustrates how training can be done to give emphasis to only one of the characteristics within one teacher's role.

A. Objectives:

The participant will create a magazine through the available printed resources on stewardship and mission in order to express his own understanding.

B. Steps:

1. Introduction. Go through the role of the teacher as MEDIATOR and INTERPRETER of the CHRISTIAN FAITH by the use of transparencies, mimeographed summaries of the role, or the 5 AREAS BOOKLET. Then go back to the one characteristic of this role which states:

"HELP STUDENTS DEVELOP THE ABILITY TO WORK FOR THE CHRISTIAN CHURCH'S UNITY AND MISSION."

2. Continue by explaining the purpose of the workshop which is to introduce the participant to new mission/stewardship materials which could be used in their classes as an implementation of the role of the teacher as MI.
3. Regroup in teams of two's and provide each team with these instructions:
 - a. You have been provided with an I&S Notebook, several biblical references, dictionaries, concordances, short news stories, a list of familiar quotations, and familiar Bible verses. In addition, there are tables of magazines and various mission and stewardship materials.
 - b. Look through your basic resources.
How can you put the words and pictures together?
What can you do with the words?

What can you do with the pictures?

What can you create out of the resources available, so that someone will want to look at, read, and understand your work?

- c. The material resources are for you to use and keep. You may cut apart all the photos, quotes. Do anything with what you have.
 - d. Reflect on a possible specific theme (focus) for your magazine.
 - e. When you have finally decided what your magazine will say (that means your point of view), you may proceed with cutting up pictures, photos, quotes, matching pictures with words, writing feature articles, etc.
 - f. Make up a cover for your magazine which reflects your theme or focus.
 - g. Your magazine needs a title (maybe).
 - h. It needs your concerned reflection and interpretation (and that's for sure).
- 4. Gather as a total group and share completed magazines.
 - 5. Summarize various points of view presented.
 - 6. Workshop leader invites final comments on how mission and stewardship can be brought into the experience of pupils in the classroom.

Is it possible to adapt this same design to introduce pupils to mission and stewardship?

VI. TEACHER SELF-EVALUATION CHECKLISTS

- A. Director of Learning
- B. Guide and Counselor
- C. Mediator and Interpreter of the Christian Faith
- D. Link with the Community
- E. Participant in the Church's Teaching Ministry

Each checklist is used in introducing teachers to the various characteristics of each of the five teacher roles.

A. The Teacher as Director of Learning

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Do you give students opportunities to plan the class sessions with you? |
| ___ | ___ | 2. Do you make a conscious effort to use a variety of learning activities in your teaching? |
| ___ | ___ | 3. Do you have discipline problems in your teaching? |
| ___ | ___ | 4. Do you arrange a teaching/learning setting related to your current objectives? |
| ___ | ___ | 5. Do you share responsibilities with students in planning and arranging your classroom for teaching? |
| ___ | ___ | 6. Do you develop written plans for conducting every class session you teach? |
| ___ | ___ | 7. Do you stress the relationship between the church subject matter and the real life situation of your students? |
| ___ | ___ | 8. Can you describe your teaching/learning method as "learning by doing"? |
| ___ | ___ | 9. Do you plan for sequential units of study? |
| ___ | ___ | 10. Are evaluation procedures an integral part of your teaching? |

B. The Teacher as Guide and Counselor

Yes No

- | | | |
|---------------|---------------|--|
| <u> </u> | <u> </u> | 1. Do you group your students according to their individual differences? |
| <u> </u> | <u> </u> | 2. Are new class members welcomed in any special way? |
| <u> </u> | <u> </u> | 3. Do you know all your students by their first names? |
| <u> </u> | <u> </u> | 4. Do students come to you for their personal problems? |
| <u> </u> | <u> </u> | 5. Are you invited into your students' homes? |
| <u> </u> | <u> </u> | 6. Do you refer students to the pastor or other professionals? |
| <u> </u> | <u> </u> | 7. Is there a spirit of comradeship and cooperation among all the students in your class? |
| <u> </u> | <u> </u> | 8. Do you plan your teaching in relation to the peer relationships in your class? |
| <u> </u> | <u> </u> | 9. Do you have students with personal problems that are too difficult for you to handle? |
| <u> </u> | <u> </u> | 10. Do you encourage parents to utilize materials for the moral and religious development of children? |

C. The Teacher as Mediator and Interpreter
of the Christian Faith

Yes No

- | | | |
|---------------|---------------|---|
| <u> </u> | <u> </u> | 1. Are you a member of this church? |
| <u> </u> | <u> </u> | 2. Do you attend worship regularly? |
| <u> </u> | <u> </u> | 3. Do you provide students learning opportunities to understand the meaning of worship? |
| <u> </u> | <u> </u> | 4. Do you regularly assist students in the use of a variety of resource materials in their interpretation of the Bible? |
| <u> </u> | <u> </u> | 5. Do you encourage students to explore their own ideas and values? |
| <u> </u> | <u> </u> | 6. Do you provide opportunities for students to become involved in the mission of the church? |
| <u> </u> | <u> </u> | 7. Do you follow a regular devotional life? |
| <u> </u> | <u> </u> | 8. Do you keep up with the church educational literature that can assist you in the teaching/learning task? |
| <u> </u> | <u> </u> | 9. Excluding today's workshop, have you attended church educational workshops within the past three-month period? |
| <u> </u> | <u> </u> | 10. Do you engage students in a discussion of community problems/solutions as it relates to biblical events and concepts? |

D. The Teacher as Link to the Community

Yes No

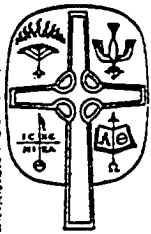
- | | | |
|---------------|---------------|--|
| <u> </u> | <u> </u> | 1. Do you actively seek to involve your students in dealing with community issues? |
| <u> </u> | <u> </u> | 2. Are you personally, actively involved in community problems and issues? |
| <u> </u> | <u> </u> | 3. Is your class involved in some community action project? |
| <u> </u> | <u> </u> | 4. Do you conduct orientation sessions for parents of your class? |
| <u> </u> | <u> </u> | 5. Do you take your class on field trips in relation to your class teaching objectives? |
| <u> </u> | <u> </u> | 6. Have you used resource persons from the community to enrich your class session? |
| <u> </u> | <u> </u> | 7. Do you believe the church's involvement with community problems? |
| <u> </u> | <u> </u> | 8. Do you involve students in planning for the use of a variety of community resources? |
| <u> </u> | <u> </u> | 9. Do you assume responsibility for cultivating parental interest in church education? |
| <u> </u> | <u> </u> | 10. Do you think it is your responsibility to stimulate interest and support church members in church education? |

E. Participant in the Church's Teaching Ministry

Yes No

- | | | |
|---------------|---------------|--|
| <u> </u> | <u> </u> | 1. Do you follow a program of reading or study related directly or indirectly to your church teaching? |
| <u> </u> | <u> </u> | 2. Do you participate <u>regularly</u> in training program opportunities? |
| <u> </u> | <u> </u> | 3. Do you attend staff planning meetings? |
| <u> </u> | <u> </u> | 4. Do you find these meetings helpful in your classes? |
| <u> </u> | <u> </u> | 5. Do you coordinate your teaching plans with the over-all aims of your church's education? |
| <u> </u> | <u> </u> | 6. Can you state the over-all aims of your church's educational program, including the key abilities to be developed in students? |
| <u> </u> | <u> </u> | 7. In preparing for your teaching, do you systematically read additional publications in addition to your teacher's guide and the Bible? |
| <u> </u> | <u> </u> | 8. Do you maintain regular student-teacher-parent conferences? |
| <u> </u> | <u> </u> | 9. Have you had any parent orientation sessions for your class this year? |
| <u> </u> | <u> </u> | 10. Have you read the major statements of the 184th General Assembly relating to Christian education? |

APPENDIX A
COVERING LETTER



BETHANY UNITED PRESBYTERIAN CHURCH

2707 NORTH GLENOAKS BLVD., BURBANK, CALIFORNIA 91504, PHONE 842-7402

REV. REUBEN R. BATOON, *Pastor*

January 15, 1972

Dear Minister of Christian Education:

Enclosed you will find a questionnaire about the current practices in the training of your church school teachers. Will you kindly fill it out and return it in the stamped self-addressed envelope which is also enclosed?

The purpose of this questionnaire and the research I am doing, is to contribute information usable to planners concerned with the continuing improvement of church school teacher education. By analyzing the data which I obtain, I hope to be able to offer recommendations and improved designs and models of teacher education programs.

Complete anonymity is assured in this study so please feel free to express your feelings and thoughts completely in the open-ended questions. If you wish, you may make explanations and elaborations of your answers on the questionnaire.

I realize that I am asking a great deal of you and that your time is very valuable. However, I am sure you can see the benefits to church education which can result from this type of study. I will be very happy to share with your church the results of the completed study.

Thank you in advance for the time I have taken and the trouble to which you will go. I hope you somehow know that I am deeply appreciative.

Sincerely,

(Signed) Reuben R. Batoon

APPENDIX B

THE QUESTIONNAIRE

No individuals or churches will be identified with replies on this form. Your assistance is appreciated.

Directions: Where blanks are left for fill-in, please be as comprehensive as possible. Where choices are requested, check one, or more than one if indicated. Please print.

1. Your Name _____
2. Mailing Address _____
3. Name of Church _____
4. Position _____
5. Your Presbytery _____

About Your Church School:

6. What is the total membership of your Church? _____
7. How many are enrolled in your Church School? _____
8. What is the average weekly attendance in your
Church Service _____
Church School _____
9. Which of the following professional staff
does your Church employ? Full time Part time

(1) Pastor	_____	_____
(2) Minister/Director of Christian Education	_____	_____
(3) Educational Consultant	_____	_____
(4) Youth Minister	_____	_____
(5) Other	_____	_____
(Write in) _____	_____	_____

10. What curriculum (teaching materials) are you using in your Christian Education programming?

<u>Curriculum</u>	<u>Grade Level</u>
_____ (1) CFA	(1) _____
_____ (2) Faith/Life	(2) _____
_____ (3) Gospel Light	(3) _____
_____ (4) Scripture Press	(4) _____
_____ (5) UCC	(5) _____
_____ (6) Augsburg	(6) _____
_____ (7) Argus	(7) _____
_____ (8) Other (Write in)	(8) _____

11. What other special kinds of materials do you use in addition to your regular curriculum? Please specify:

12. When does your Church School meet? For how long?

_____ Sunday Morning	_____ 45 Minutes
_____ Mid-week	_____ 1 Hour
_____ Saturday Morning	_____ 2 Hours
_____ Other (write in)	_____ Other (write in)

13. Describe your recruitment program:

Who recruits your teachers? _____
How _____
Tenure _____
Training offered _____

14. Check those criteria which determined the selection of your current teaching staff.

_____ (1) Teaching experience
 _____ (2) Church membership
 _____ (3) Age (specify) _____
 _____ (4) Educational background (specify) _____
 _____ (5) Special skills (specify) _____
 _____ (6) Other (write in) _____

15. Check 3 of the most essential abilities/qualities you sought in choosing your prospective teachers.

☐ Loves people
☐ Likes to teach
☐ Has personal commitment to God as revealed in Jesus Christ
☐ Has theological orientation
☐ Is articulate
☐ Has the ability to enlist support and cooperation
☐ Is familiar with the Bible
☐ Has insight into human relationships and group processes and skill in applying in teaching
☐ Knows and is identified with the continuing life of the Church
☐ Has sufficient understanding of various fields of knowledge
☐ Is aware of current events and trends and the relevance of the Gospel to them

16. What percentage of your present staff meet the above personal qualities and abilities which you checked?
- _____

17. Do you provide opportunities in the local Church to enable your teachers to improve their skills in teaching?

18. If yes, this improvement is achieved by (check one or more):

	<u>How often</u>
☐ (1) Pre-service training	(1) ☐
☐ (2) Personal guidance	(2) ☐
☐ (3) Guided reading	(3) ☐
☐ (4) Worker's conference	(4) ☐
☐ (5) Department meeting	(5) ☐
☐ (6) Observation demonstration	(6) ☐
☐ (7) Teacher's retreat	(7) ☐
☐ (8) Workshop	(8) ☐
☐ (9) Clinics	(9) ☐
☐ (10) Seminars	(10) ☐
☐ (11) Biblical/theological studies	(11) ☐
☐ (12) Other (write in) _____	(12) ☐

19. Who or what group is directly responsible for planning and implementing teacher education and support for your Church?

20. How much is allocated in the Church Budget for training and support of your teachers? _____
21. Following are some educational events in 1971 conducted among Presbyterian Churches in Southern California. Which of these events did teachers from your Church attend? Check the event attended; check one symbol describing the sponsoring group; P for Presbytery, C for Cluster, and S for Synod. Indicate further how many attended from your Church.

		<u>Attendance</u> <u>Sponsoring Group</u>		
		<u>P</u>	<u>C</u>	<u>S</u>
1) Listen and Learn/See and Do	_____	_____	_____	_____
2) Observation and Training	_____	_____	_____	_____
3) Teacher education planning workshop	_____	_____	_____	_____
4) Behavioral objectives workshop	_____	_____	_____	_____
5) Instroteach workshop	_____	_____	_____	_____
6) Model for ministry workshop	_____	_____	_____	_____
7) Creative arts workshop	_____	_____	_____	_____
8) Drama workshop	_____	_____	_____	_____
9) Multi-media workshop	_____	_____	_____	_____
10) Teacher education academy	_____	_____	_____	_____
11) C.E. Conference/workshop	_____	_____	_____	_____
12) Youth ministry training	_____	_____	_____	_____
13) Creative use of summer	_____	_____	_____	_____
14) Communication workshop	_____	_____	_____	_____
15) C.F.A. Consultation	_____	_____	_____	_____
16) Bible study for C.S. teachers	_____	_____	_____	_____
17) Educator's lay academy	_____	_____	_____	_____
18) C.F.A. Review/evaluation	_____	_____	_____	_____
19) Simulation games conference	_____	_____	_____	_____
20) Church education evaluation	_____	_____	_____	_____
21) Theology workshop-Inductive learning	_____	_____	_____	_____
22) Idea Fair	_____	_____	_____	_____
23) Book Talk	_____	_____	_____	_____
24) Theonetic symposium	_____	_____	_____	_____
25) Other (write in) _____	_____	_____	_____	_____

22. If your participation in the above events has been limited, please indicate reason for it: _____

23. Have your teachers attended any training events sponsored by other denominations during the past 12-month period?

_____ Yes _____ No How many attended? _____

Please describe the event briefly: _____

24. How many teacher education events did your Church provide for the teachers during the past 12-month period?

Describe the event briefly:

<u>Event</u>	<u>Leader</u>	<u>No. of hours</u>	<u>Attendance</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

25. What do you think is the most effective feature of your Teacher Education Program? _____

26. What important innovation either in teaching techniques or subject matter content is your Church now using in the training of your teachers?

27. What educational resources for teacher education and support (speaker, musical group, printed material, film, etc.), has your Church used which you would recommend for use in other Churches?

28. What would be the ideal teacher education and support experience for your Church?

29. What is your acquaintance or use, if any, of the Synod published EDUCATION magazine? (Circle 1 for yes, or 2 for no for each item.)

	<u>Yes</u>	<u>No</u>
(1) Have heard of it.	1	2
(2) Have seen it.	1	2
(3) Have read it.	1	2
_____ sometimes		
_____ every issue		
(4) Have used ideas in it	1	2
_____ very much		
_____ somewhat		
_____ very little		
(5) Other (write in).	1	2

30. In addition to EDUCATION do you read other educational and theological journals or magazines? Please list:

31. Which of these are made available to your teachers?

32. Which of the books listed below have you read?
Which would you recommend for teachers?

Read Recommend

_____	_____	<u>Straight Talk About Teaching In</u> <u>Today's Church</u> (Bowman)
_____	_____	<u>A Dynamic Approach to Church</u> <u>Education</u> (Slusser)

List one or two of the best books for teachers which
you have read in the past twelve-month period:

BIBLIOGRAPHY

I. TEACHER AS DIRECTOR OF LEARNING

A. Principles and Philosophy of Christian Education

Bigge, Morris L. Learning Theories for Teachers. New York: Harper & Row, 1964.

Boelhke, Robert R. Theories of Learning in Christian Education. Philadelphia: Westminster Press, 1966.

Bowman, Locke E. Straight Talk About Teaching in Today's Church. Philadelphia: Westminster Press, 1961.

Brameld, Theodore. Education As Power. New York: Holt, Rinehart & Winston, 1965.

Deever, R. M. et al. 5 Areas of Church Teacher Competence. Scottsdale, Ariz.: The Instroteach Board, 1968.

Fletcher, Donald R. Continuing Education for Church Educators. A Report to the Board of Christian Education, United Presbyterian Church in the U.S.A., Philadelphia: 1970.

Foster, Virgil E. Christian Education Where The Learning Is. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Fuller, Edmund. The Christian Idea of Education. New Haven: Yale University Press, 1957.

Hill, Doris J. Go and Teach. Philadelphia: Board of Christian Education, 1957.

Leonard, George B. Education and Ecstasy. New York: Dell, 1968.

Little, Sara. Learning Together in Christian Fellowship. Philadelphia: Westminster Press, 1961.

Miller, R. C. Christian Nurture and the Church. New York: Charles Scribner's Sons, 1961.

Munk, Arther W. A Synoptic Philosophy of Education. Nashville: Abingdon Press, 1965.

- Rood, Wayne R. On Nurturing Christians. St. Louis: Christian Board of Publication, 1972.
- _____. Understanding Christian Education. St. Louis: Christian Board of Publication, 1970.
- Shinn, Roger. The Educational Mission of Our Church. Boston: United Church Press, 1962.
- Slusser, Gerald H. A Dynamic Approach To Church Education. Philadelphia: Geneva Press, 1968.
- _____. "What's Happening in Christian Education," Church School Worker, XXI (February 1966).
- Smith, J. W. D. Religious Education in a Religious Setting. London: SCM Press, 1969.
- Vieth, Paul H. The Church and Christian Education. St. Louis: Bethany Press, 1960.
- Westerhoff, John H. Values For Tomorrow's Children. Boston: Pilgrim Press, 1970.
- Wyckoff, Campbell. Theory and Design of Christian Education Curriculum. Philadelphia: Westminster Press, 1961.
- _____. The Task of Christian Education. Philadelphia: Westminster Press, 1961.

B. Human Growth and Development

- Almy, Millie, Edward Chittenden, and Paula Miller. Children's Thinking: Studies of Some Aspects of Piaget's Theory. New York: Columbia University Press, 1966.
- Bruner, Jerome S. Studies in Cognitive Growth. New York: Wiley, 1966.
- Erikson, Erik H. Childhood and Society. New York: Norton, 1955.
- _____. (ed.) Youth: Change and Challenge. New York: Basic Books, 1968.

- Flavell, John H. The Developmental Psychology of Jean Piaget. Princeton: Van Nostrand, 1963.
- Gesell, Arnold, et al. Infant and Child in the Culture of Today. New York: Harper & Row, 1956.
- _____. The Child From Five to Ten. New York: Harper & Row, 1957.
- _____. Youth: The Years From Ten To Sixteen. New York: Harper & Row, 1956.
- Goldman, Ronald. Readiness For Religion: A Basis For Developmental Religious Education. New York: Seabury Press, 1968.
- _____. Religious Thinking From Childhood To Adolescence. New York: Seabury Press, 1969.
- Havighurst, Robert J. Developmental Task and Education. Chicago: Longman's, Green, 1960.
- Howe, Reuel L. The Creative Years. New York: Seabury Press, 1959.
- Hymes, James L., Jr. A Child Development Point of View. Englewood Cliffs, N.J.: Prentice Hall, 1955.
- Inhelder, Barbel, and Jean Piaget. The Growth of Logical Thinking from Childhood to Adolescence. London: Routledge & Kegan Paul, 1958.
- Jenkins, William A., et al. Teenagers. Chicago: Scott, Foresman, 1962.
- _____. These Are Your Children. New York: Lothrop, 1966.
- _____. The Psychology of Adolescence. New York: Macmillan, 1957.
- Lee, Roy S. Your Growing Child and Religion. New York: Macmillan, 1963.
- Madge, V. Children in Search of Meaning. London: SCM Press, 1965.

- Piaget, Jean. Six Psychological Studies. New York: Random House, 1967.
- Stewart, Charles. Adolescent Religion. New York: Abingdon Press, 1967.
- Stone, Joseph L., and Joseph Church. Childhood and Adolescence. New York: Random House, 1957.
- Strang, Ruth M. The Adolescent Views Himself: A Psychology of Adolescence. New York: McGraw Hill, 1957.

C. Christian Personhood (The Dynamics of Personality)

- Allport, Gordon W. Becoming: Basic Considerations for a Psychology of Personality. New Haven: Yale University Press, 1955.
- Bonhoeffer, Dietrich. Life Together. New York: Harper & Row, 1954.
- Buber, Martin. I and Thou. New York: Charles Scribner's Sons, 1958.
- Frankl, Victor. From Death Camp to Existentialism. Boston: Beacon Press, 1959.
- Harris, Thomas A. I'm O.K., - You're O.K. New York: Harper & Row, 1967.
- Howe, Reuel L. Man's Need and God's Action. Greenwich, Conn.: Seabury Press, 1953.
- _____. The Miracle of Dialogue. New Haven: Seabury Press, 1963.
- Kierkegaard, Soren. Fear and Trembling and Sickness Unto Death. New York: Doubleday, 1954.
- Kuhn, Margaret. You Can't Be Human Alone. (Manual) New York: National Council of the Churches of Christ in the U.S.A., 1956.
- Little, Sara. Learning Together in the Christian Fellowship. Richmond: John Knox Press, 1956.

Loomis, Earl A., Jr. The Self in Pilgrimage. New York: Harper & Brothers, 1960.

Maslow, Abraham H. Toward a Psychology of Being. New York: Van Nostrand Reinhold, 1968.

Niebuhr, Reinhold. The Self and the Dramas of History. New York: Charles Scribner's Sons, 1959.

Riday, George E. Understanding the Learner. Valley Forge: Judson Press, 1964.

Roberts, David E. Psychotherapy and a Christian View of Man. New York: Charles Scribner's Sons, 1959.

Snyder, Ross. On Becoming Human. New York: Abingdon Press, 1967.

Tournier, Paul. The Meaning of Persons. New York: Harper & Brothers, 1957.

D. Learning Environment (Physical environment and "climate of relationships")

Atkinson, Henry C. Building and Equipping For Christian Education. New York: National Council of the Churches of Christ in the U.S.A., 1960.

Chamberlain, J. Gordon. Freedom and Faith: New Approaches To Christian Education. Philadelphia: Westminster Press, 1964.

Carrier, Blance. Free to Grow. New York: Harper & Brothers, 1951.

Creating A Good Environment for Learning. The Yearbook of the Association for Supervision and Curriculum Development. Chicago: National Education Association, 1954.

Fox, Robert, et al. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966.

Gagne, Robert M. The Conditions of Learning. New York: Holt, Rinehart and Winston, 1965.

Griffin, Dale E. (ed.) The Subject is Persons. St. Louis: Concordia, 1970.

Jud, Gerald and Elizabeth. Training in the Art of Loving. Philadelphia: Westminster Press, 1972.

Lobingier, John Leslie. The Better Church School. Philadelphia: United Church Press, 1965.

Wangner, Florence E. The Language of Relationships, from Resource Portfolio of Nursery Education Handbook. Valley Forge: American Baptist Board of Education and Publication, 1968.

Wideer, Mildred C., and Scott T. Ritenour. Focus: Building For Christian Education. Philadelphia: Pilgrim Press, 1969.

E. The Process of Education

1. General Resources

Books:

A Systematic Approach to Developing and Writing Educational Objectives. Tucson: Educational Innovations Press, 1968.

Allen, Dwight, and Kevin Ryan. Microteaching. Reading, Mass.: Addison-Wesley, 1969.

Amidon, Edmund J., and John B. Hough (eds.). Interaction Analysis: Theory, Research, and Application. Reading, Mass.: Addison-Wesley, 1967.

Bruner, Jerome S. The Process of Education. Cambridge: Harvard University Press, 1960.

Darrow, Helen, and R. Van Allen. Independent Activities For Creative Learning. New York: Teachers' College Press, Columbia University, 1966.

Duckert, Mary. Help! I'm A Sunday School Teacher. Philadelphia: Westminster Press, 1971.

Feelings and Learning. Washington: Association For Childhood Educational International, 1969.

Fritz, Dorothy B. Ways of Teaching. New York: National Council of the Churches of Christ in the U.S.A., 1969.

Goodykoontz, Harry G. and Betty L. Training to Teach: A Basic Course In Christian Education. Philadelphia: Westminster Press, 1970.

Griffine, Dale E. (ed.). New Ways To Learn. St. Louis: Concordia, 1970.

Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain. New York: McKay, 1964.

Morrison, Eleanor, and Virgil E. Foster. Creative Teaching in the Church. Philadelphia: Westminster Press, 1965.

Parker, J. Cecil, and Louis J. Rubin. Process as Content: Curriculum, Design and the Application of Knowledge. New York: Rand, 1966.

Tobey, Katherine McLandress. Learning and Teaching Through the Senses. Philadelphia: Westminster Press, 1952.

Ziesel, Eleanor M. Little Children Shall Lead Her. Philadelphia: Fortress Press, 1965.

Periodicals:

American Education

Washington: Department of Health, Education and Welfare, published ten times a year.

Colloquy (Education in Church and Society)

Lancaster, Pa.: United Church Press, 391 Steel Way. Published monthly.

Harvard Educational Review

Cambridge: Graduate School of Education, Harvard University. Published quarterly.

Mass Media Ministries

Baltimore: A newsletter, "a service devoted to a responsible encounter between the church and the arts."

Midialog

Nashville: Board of Education, United Methodist Church. Monthly.

Pace (Professional Approaches for Christian Educators)

Winona, Minn.: St. Mary's College Press. Monthly.

Religious Education

New York: Religious Education Association of the United States and Canada. Published six times a year.

Spectrum (International Journal of Religious Education)

New York: Department of Educational Development, Division of Christian Education, National Council of the Churches of Christ in the U.S.A.

Religion Teacher's Journal

Fort Wayne, Indiana: Twenty-third Publications.

Pamphlets:Designs For Teacher Education:

Philadelphia: Board of Christian Education, United Presbyterian Church in the U.S.A.

"Planning a Teacher-Learning Encounter"

"Planning Skills for a Situational Approach to Lay Education"

"Teaching Teachers to Teach Inductively"

"Repeatable Teacher Education Events"

"Practice Teaching"

"Bridges For Ideas Series":

Austin, Texas: Visual Instruction Bureau, University of Texas.

"Better Bulletin Boards"

"Educational Displays"

"Felt Boards"

"Models For Teaching"

"Production of 2x2 inch slides"

"The Opaque Projector"

"The Overhead System: Production, Implementation,
and Utilization."
"The Tape Recorder"
"Using Tear Sheets"

Course Guides:

The Nursery Child and the Church
Teaching in the Kindergarten
Teaching Teachers of First and Second Graders
Teaching Teachers of Third and Fourth Graders
Teaching Grades Five and Six
Teaching Grades 1-6
Working With Seventh and Eighth Graders
Planning Skills Workshop for Lay Education
How to Ask Questions
Music in Church Education with Children
 Philadelphia: Board of Christian Education, United
 Presbyterian Church in the U.S.A.

Teacher Training Kits and Manuals:

Person-To-Person. Philadelphia: Board of Publication,
 Lutheran Church in America, 1972.

Session Titles: "Trying On Some Educational Assumptions"
 "Your Perceptions and Your Problem
 Pupils"
 "17 Basic Needs and How to Use Them"
 "Being Unique and Liking it"
 "To Trust, To Risk, Perhaps To Fail"
 "Relating To 'Schmoo' To Your Class
 and You."
 "Creative Teaching and Learning"

Values. Chicago: Argus Communications.

Kit I: "Identifying"
 "Clarifying"
 "Actualizing"

Kit II: "Group Dynamics"
 "Inductive Learning"
 "Change and the Generation Gap"

Cassettes/Tapes:

- "Dealing With Learners As Persons." Philadelphia: Board of Christian Education, United Presbyterian Church in the U.S.A., 1972.
- "How To Ask Good Questions," Enquiry. Philadelphia: Board of Christian Education, United Presbyterian Church in the U.S.A., June-August, 1972 (cassette tape).
- "Leader in the Box" (creative problem solving). Philadelphia: Board of Christian Education, United Presbyterian Church in the U.S.A., 1972.

Simulation Games:

- Carlson, Eliot. Learning Through Games. Washington: Public Affairs Press, 1968.
- Coleman, James S. "Opinions Differ: Learning Through Games," NEA Journal, LVI (January 1967), 69-70.
- Gordon, Alice Kaplan. Educational Games Extension Service: Eight Units For Teachers. Chicago: Science Research Associate, 1967 and 1968.
- McLuhan, Marshall. Understanding Media. "Games the Extension of Man." New York: McGraw-Hill, 1964.
- Nesbitt, William. Simulation Games For the Social Studies Classroom. New York: Foreign Policy Association, New Dimensions Series, 1968, 1969, 1970.
- "Planning Game," a simulation game on lesson and unit planning. Scottsdale, Ariz.: National Teacher Education Project, 1970.
- Shubik, Martin (ed.). Game Theory and Related Approaches to Social Behavior. New York: Wiley, 1964.
- Simulation Sharing Service, monthly newsletter on descriptions, evaluations, suggestions for use of simulation games, Box 1176, Richmond, Va.
- "Teacher Survival," a simulation game on the value of teaching resources. Scottsdale, Ariz.: National Teacher Education Project, 1970.

"Teaching Strategy," a simulation game on teaching styles and strategies. Scottsdale, Ariz.: National Teacher Education Project, 1970.

Films/Filmstrips:

"Drama Lesson" (20 minutes, b/w, \$3 rental)

"Hello Up There" (7 minutes, color, \$8 rental)

Office of AV, United Church of Christ, Grand Avenue, Ridgefield, N. J.

"Nursery Leadership Filmstrip" (color, 106 frames, scripts and guide)

"Teaching in the Kindergarten" (color, 92 frames, scripts and guide)

Westminster Bookstore, Philadelphia, 1972.

Teaching and Learning Films: Grades 1-2, 3-4, 5-6, 7-8
(20 min. each with guide, color). Synod Education Office, Los Angeles.

What Do You Think? (34-minutes/color). Synod Education Office, Los Angeles. On concept development.

You and Your Classroom (discipline). (10 minutes, color). Bailey Film Associates Educational Media, Los Angeles.

2. Age Level Resources

Children:

Adair, Thelma C. and Rachel S. When We Teach 4's and 5's. New York: Geneva Press, 1962.

Allstrom, Elizabeth. You Can Teach Creatively. Nashville: Abingdon Press, 1970.

Boulding, Elise. Children and Solitude. Wallingford, Pa.: Pendle Hill Pamphlets, 1970.

Cole, Natalie Robinson. Children's Art From Deep Down Inside. New York: Day, 1966.

Cully, Iris. Ways To Teach Children. Philadelphia: Fortress Press, 1968.

Hill, Dorothy. The Church Teaches Nines to Twelves.
Nashville: Abingdon Press, 1965.

Keiser, Armilda. Here's How and When. New York:
Friendship Press, 1967.

Kellog, Rhoda. The Psychology of Children's Art. New York:
Random House, 1967.

Priester, Gertrude. Teaching Primary Children in the Church.
Philadelphia: Geneva Press, 1964.

Tobey, Katherine M. The Church Plans for Kindergarten.
Philadelphia: Westminster Press, 1971.

Wann, Kenneth D., Miriam S. Dorn, and Elizabeth Liddle.
Intellectual Development in Young Children. New York:
Teacher's College Press, 1970.

White, Emma Jane. Let's Do More With Children. Nashville:
Board of Christian Education, Methodist Church, 1969.

Wright, Kathryn S. Let the Children Paint. New York:
Seabury Press, 1966.

Youth:

A Message Concerning the Church's Ministry With Senior Highs.
Philadelphia: Board of Christian Education, United
Presbyterian Church in the U.S.A.

Bowman, Locke. How To Teach Senior Highs. Philadelphia:
Westminster Press, 1960.

Elkind, S. Children and Adolescents, Interpretive Essays
On Jean Piaget. London: Oxford University Press, 1970.

Seely, Edward. Teaching Early Adolescents Creatively.
Philadelphia: Westminster Press, 1965.

Smith, Barbara. How To Teach Junior Highs. Philadelphia:
Westminster Press, 1967.

Adults:

Bergevin, Paul, Dwight Morris, and Robert M. Smith. Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation. New York: Seabury Press, 1963.

Blake, Robert R., and Jane S. Moulton. Group Dynamics: Key to Decision-Making. Houston: Gulf, 1961.

Groisser, Philip. How to Use the Fine Art of Questioning. New York: Teachers Practical Press, 1964.

Hill, Dorothy LaCroix. Leading a Group. Nashville: Board of Education, United Methodist Church, 1966.

Kidd, J. R. How Adults Learn. New York: Association Press, 1959.

Leypoldt, Martha M. Forty Ways to Teach in Groups. Valley Forge, Pa.: Judson Press, 1967.

McKinley, Jon. Creative Methods for Adult Classes. St. Louis: Bethany Press, 1960.

Minor, Harold D. Creative Procedures for Adult Groups. Nashville: Abingdon Press, 1968.

Oden, Thomas C. The Intensive Group Experience. Philadelphia: Westminster Press, 1970.

Sanders, Norris M. Questions: What Kinds? New York: Harper & Row, 1966.

3. Personal Creativity

Buchanan, Paul C. The Leader and Individual Motivation. New York: Association Press, 1962.

Chesler, Mark, and Robert Fox. Role Playing Methods in the Classroom. Chicago: Science Research Associates, 1966.

East, Marjorie. Display For Learning: Making and Using Visual Materials. New York: Holt, Rinehart and Winston, 1952.

Osborn, Alex F. Applied Imagination. New York: Charles Scribner's Sons, 1962.

Tobey, Katherine M. Learning and Teaching Through the Senses. Philadelphia: Westminster Press, 1970.

Williams, Catherine. Learning From Pictures. Washington: National Education Association, Department of Audio-Visual Instruction, 1968.

4. Drama

Allstrom, Elizabeth. Let's Play a Story. New York: Friendship Press, 1957.

Crosscup, Richard. Children and Dramatics. New York: Charles Scribner's Sons, 1966.

Ehrensperger, Harold. Religious Drama: Ends and Means. Nashville: Abingdon Press, 1964.

Guide for Drama Workshops in the Church. New York: Council Press, 1969.

Plays for the Church. Nashville: Abingdon Press, 1969.

Taylor, Margaret Fist. Time for Discovery. Philadelphia: Westminster Press, 1964.

Ward, Winifred. Playmaking with Children. Chicago: Appleton-Century Crofts, 1960.

5. Music

Andrews, Gladys. Creative Rhythmic Movements with Children. Englewood Cliffs, N.J.: Prentice Hall, 1965.

Bailey, Albert Edward. The Gospel in Hymns. New York: Charles Scribner's Sons, 1960.

Hymnals for Juniors in Worship and Study. Philadelphia: Westminster Press, 1955.

Morsch, Vivian Sharp. The Use of Music in Christian Education. Philadelphia: Westminster Press, 1965.

Northcott, Cecil. Hymns We Love: Stories of the Hundred Most Popular Hymns. Philadelphia: Westminster Press.

Routley, Erik. Church Music and Theology. Philadelphia: Fortress Press, 1960.

Sheehy, Emma Dickson. There's Music in Children. New York: Holt, Rinehart and Winston, 1957.

Songs for Early Childhood, a recording. Chicago: Westminster Bookstores.

Let's Sing Songs for Early Childhood, a recording. Chicago: Westminster Bookstores.

Taylor, Margaret Fisk. Time for Wonder. Philadelphia: Westminster Press, 1962.

Thomas, Edith Lovell. The Whole World Singing. New York: Friendship Press, 1960.

6. Audio-Visual

Audio-Visual Resource Guide (AVRG), 8th edition, New York: National Council of the Churches of Christ in the U.S.A., 475 Riverside Drive, 1969.

Dale, Edgar. Audio-Visual Methods in Teaching. New York: Holt, Rinehart, and Winston, 1970.

Kemp, Jerrold E. Planning and Producing Audio-Visual Materials. San Francisco: Chandler, 1963.

McLuhan, Marshall. Understanding Media. New York: New American Library, 1964.

Morlan, Jon E. Preparation of Inexpensive Teaching Materials. San Francisco: Chandler, 1963.

Rumpf, Oscar J. The Use of Audio-Visuals in the Church. Philadelphia: United Church Press, 1958.

7. Recreation (Games)

Elsenberg, Helen and Larry. The Omnibus of Fun. New York: Association Press, 1965.

DeMarche, Edythe and David. Handbook of Coed Teen Activities. New York: Association Press, 1965.

Millen, Nina (ed.). Children's Festivals from Many Lands. New York: Friendship Press, 1960.

8. Evaluation

Deever, Merwin R., et al. Five Areas of Church Teacher Competence. Tempe: Arizona Educational Consultants, 1968.

_____. The Evaluation of Teaching Effectiveness (IOTA Workshop Manual). Tempe: College of Education, Arizona State University, 1968.

Ellena, William J. Who's a Good Teacher? Washington: American Association of Colleges for Teacher Education, 1962.

Gage, Nathaniel L. Teacher's Understanding of Their Pupils and Pupils' Ratings of Their Teachers. Washington: American Psychological Association, 1955.

National Education Association, National Commission on Teacher Education and Professional Standards. Defining Teacher Competencies. Washington: The Commission, 1955.

Simpson, Ray H. Student Evaluation of Teaching and Learning. Washington: American Association of Colleges for Teacher Education, 1962.

_____. Teacher Self-Evaluation. New York: Macmillan, 1966.

Travers, Robert M. Measured Needs of Teachers and Their Behavior in the Classroom. Salt Lake City: University of Utah, 1961.

Vander Worf, Lester S. How to Evaluate Teachers and Teaching. New York: Rinehart, 1958.

Wyckoff, D. Campbell. How To Evaluate Your Christian Education Program. Philadelphia: Westminster Press, 1963.

_____. The Task of Christian Education. Philadelphia: Westminster Press, 1960.

II. TEACHER AS GUIDE AND COUNSELOR

Books:

Baruch, Dorothy W. How To Live With Your Teenager. New York: McGraw-Hill, 1953.

Brauer, Jerald C. Images of Religion in America. Philadelphia: Fortress Press, 1967.

Browning, Robert L. Communicating With Junior Highs. Nashville: Garden Press, 1968.

Burgess, Evangeline. Values in Early Childhood Education. Washington: National Education Association, 1965.

Bloom, Benjamin S. Stability and Change in Human Characteristics. New York: Wiley, 1964.

Bobcock, Sarane S. and E. O. Schild, eds. Simulation Games in Learning. Beverly Hills, Ca.: Sage, 1968.

Caton, Dorothy Webber. Let's Teach Through Group Relations. Nashville: Abingdon Press, 1969.

Cobb, Edith. "Childhood Religion," Daedulus LXXXVI (Spring 1956), 582-600.

DeLong, Arthur J. Making It To Adulthood. Philadelphia: Westminster Press, 1972.

Edwards, Vergne. The Tired Adults' Guide to Backyard Fun With Kids. New York: Association Press, 1965.

Elkind, David, and Sally Elkind. "Varieties of Religious Experience in the Young Adolescents," Journal For The Scientific Study of Religion, II (Fall 1962), 102-112.

- Erik, Erikson. Identity and the Life Cycle. New York: International Universities Press, 1959.
- _____. Childhood and Society. New York: Norton, 1964.
- Fairchild, Roy W. Families in the Church: A Protestant Survey. New York: Association Press, 1961.
- Frank, Mary and Lawrence. Your Adolescent at Home and in School. New York: New American Library, 1959.
- Flanders, Ned. Teaching With Groups. Minneapolis: Burgess, 1954.
- Frost, Joe L. Early Childhood Education Rediscovered. New York: Holt, Rinehart and Winston, 1966.
- Gallagan, James R., and Herbert I. Harris. Emotional Problems of Adolescents. New York: Oxford University Press, 1964.
- Ginott, Haim G. Between Parent and Teenager. New York: Macmillan, 1965.
- Godin, Andre. From Religious Experience to a Religious Attitude. Chicago: Loyola University Press, 1965.
- Heron, Frances D. Jay Bain, Junior Boy. Nashville: Abingdon Press, 1963.
- Holt, John. How Children Fail. New York: Pitman, 1964.
- _____. How Children Learn. New York: Pitman, 1967.
- Howland, Elihu S. Speak Through The Earthquake. Philadelphia: Westminster Press, 1971.
- James, William. The Varieties of Religious Experience. New York: Collier Books, 1965.
- Johnson, Eric W. How To Live Through Junior High School. New York: Lippincott, 1962.
- _____. Love and Sex in Plain Language. New York: Lippincott, 1962.

MacFarlane, Jean W., et al. A Developmental Study of the Behaviour Problems of Normal Children Between 21 Months and 14 Years. Berkeley: University of California Press, 1962.

Miller, Randolph C. Parents as People. New York: Nelson, 1965.

_____. The Language Gap and God: Religious Language and Christian Education. Boston: Pilgrim Press, 1970.

Piaget, Jean. The Growth of Logical Thinking for Childhood to Adolescence. New York: Basic Books, 1958.

Pruyser, Paul. A Dynamic Psychology of Religion. Harper & Row, 1968.

Stewart, Charles W. "Confirmation and the Identity Crisis," Religious Education, LX (July-August 1965), 290-291.

Winter, Gibson. Love and Conflict: New Patterns in Family Life. New York: Doubleday, 1961.

Films/Filmstrips:

"Hello Up There!" (9 minutes, color, \$7.50 rental). Office of AV, United Church of Christ, Grand Avenue, Ridgefield, N. J.

"Values Systems Techniques" (\$8.00 rental). Audio-Visual Library, Episcopal Church Center, 815 Second Avenue, New York 10017.

"Values: Understanding Others" (8½ minutes, color, \$8.00 rental). Audio-Visual Library, Episcopal Church Center, 815 Second Avenue, New York 10017.

"Values: The Right Thing To Do." (8½ minutes, color, \$8.00 rental). Audio-Visual Library, Episcopal Church Center, 815 Second Avenue, New York 10017.

"Thoughts on Growing Up" (Filmstrip, 5 3¼rpm Record). Cokesbury Service Centers, Los Angeles.

"How To Interview Children" (Filmstrip, Record). Cokesbury Service Centers, Los Angeles.

Kits:

Hall, Brain. "Valuing: Exploration and Discovery."
Chicago: Argus Communications.

Schrank, Jeffrey. "Effective Communication." Chicago:
Argus Communications.

III. TEACHER AS MEDIATOR AND INTERPRETER OF THE CHRISTIAN FAITH

A. General Books

Anderson, Bernard W. Understanding the Old Testament.
New York: Prentice Hall, 1957.

Brown, Robert M. The Bible Speaks to You. Philadelphia:
Westminster Press, 1955.

Bull, Robert J. Tradition in the Making. Philadelphia:
Westminster Press.

Freeman, Blacker M. Finding About the Past. New York:
Random House, 1967.

Henderlite, Rachel. Forgiveness and Hope. Richmond: John
Knox Press, 1961.

Hordern, William E. A Layman's Guide to Protestant Theology.
New York: Macmillan, 1955.

Jansen, John F. Exercises in Interpreting Scriptures.
Philadelphia: Geneva Press, 1968.

Griggs, Donald L. 20 Ways of Teaching the Bible. Philadel-
phia: Westminster Press, 1970.

Little, Sara. The Role of the Bible in Contemporary Christian
Education. Richmond: John Knox Press, 1961.

_____. Learning Together in the Christian Fellowship.
Richmond: John Knox Press, 1963.

- LeFebvre, Perry. Man: Six Modern Interpretations. Philadelphia: Geneva Press, 1967.
- Maus, Cynthia P. Christ and the Fine Arts. New York: Harper & Row, 1930.
- Miller, Allen O. Invitation to Theology. Philadelphia: Christian Education Press, 1961.
- Miller, Randolph C. The Language Gap and God: Language and Christian Education. Boston: Pilgrim Press, 1970.
- Morseh, Vivian S. The Use of Music in Christian Education. Philadelphia: Westminster Press, 1961.
- Parrot, Andre. Land of Christ. Philadelphia: Fortress Press, 1968.
- Rood, Wayne. On Nurturing Christians. New York: Abingdon Press, 1965.
- _____. The Art of Teaching Christianity. New York: Abingdon Press, 1968.
- Short, Robert L. The Gospel According to Peanuts. Richmond: John Knox Press, 1965.
- Squire, Russell N. Church Music. St. Louis: Bethany Press, 1962.
- Stowe, Everette M. Communicating Reality Through Symbols. Philadelphia: Westminster Press, 1967.
- Swaim, Carter. Right and Wrong Ways to Use the Bible. Philadelphia: Westminster Press, 1953.
- Sziksza, Stephen. The Covenants of Faith and History. Philadelphia: Geneva Press, 1968.
- Walton, Robert G. A Sourcebook of the Bible for Teachers. New York: Nelson, 1970.
- Williamson, William. Language and Concepts in Christianity. Philadelphia: Westminster Press, 1970.

B. Reference Books

Black, Matthew, and H. H. Rowley. Peake's Commentary On the Bible. London: Nelson, 1962.

Kittel, Gerhard. Theological Dictionary of the New Testament. 7 vols. Grand Rapids: Eerdmann.

Richardson, Alan. A Theological Word Book of the Bible. New York: Macmillan, 1967.

Wright, Ernest G., and Floyd V. Filson (eds.) The Westminster Historical Atlas to the Bible. Philadelphia: Westminster Press, 1960.

The Golden Bible Atlas. Samuel Terrien (ed.). New York: Golden Press, 1972.

The Layman's Bible Commentary, 25 vols. Richmond: John Knox Press, 1960.

The Interpreter's Bible, 12 vols. Nashville: Abingdon Press, 1954.

The Interpreter's Dictionary of the Bible, 4 vols. New York: Abingdon Press, 1962.

IV. TEACHER AS LINK WITH THE COMMUNITY

Boyd, Malcolm (ed.). The Underground Church. New York: Sheed & Ward, 1968.

Casteel, John L. The Creative Role of Interpersonal Groups in the Church Today. New York: Association Press, 1968.

Clark, Edward, et al. The Church Creative: A Reader on the Renewal of the Church. Nashville: Abingdon Press, 1967.

The Church for Others and the Church for the World. Geneva: World Council of Churches, 1967.

Goodman, Grace A. Rocking the Ark. New York: Division of Evangelism, Board of National Missions, United Presbyterian Church in the U.S.A., 1968.

- Gibbs, Mark, and Ralph T. Morton. God's Frozen People. Philadelphia: Westminster Press, 1965.
- Halvorson, Lawrence W. The Church in a Diverse Society. Minneapolis: Augsburg, 1964.
- Johnson, Ben. Experiencing Commitment. Philadelphia: Westminster Press, 1970.
- Killan, Lewis and Charles Grigg. Racial Crisis in America. Englewood Cliffs, N.J.: Prentice Hall, 1964.
- Larson, Bruce and Ralph Osborne. The Emerging Church. Waco: Word Books, 1970.
- Little, Sara. Youth, Word, the Church. Philadelphia: Westminster Press, 1969.
- Monro, Claxton, and William S. Teagle. Witnessing Laymen Make Living Churches. Philadelphia: Westminster Press, 1969.
- O'Conner, Elizabeth. Call to Commitment: The Story of the Church of the Saviour in Washington, D.C. New York: Harper & Row, 1963.
- Perry, John D. The Coffee House Ministry. Richmond: John Knox Press, 1966.
- Raines, Robert A. New Life in the Church. New York: Harper & Row: 1961.
- Seifert, Harvey. Power Where the Action Is. Philadelphia: Westminster Press, 1967.
- Sills, Horace S. (ed.) Grassroots Ecumenicity. Case Studies in Local Church Consolidation. Philadelphia: United Church Press, 1967.
- Stagg, Paul L. The Converted Church. Valley Forge: Judson Press, 1967.
- Webber, George W. God's Colony in Man's World. Nashville: Abingdon Press, 1960.

Webber, George W. The Congregation in Mission. Nashville: Abingdon Press, 1964.

White, O. Z. Changing Society. Philadelphia: Geneva Press, 1968.

V. THE TEACHER AS PARTICIPANT IN THE CHURCH'S TEACHING MINISTRY

Ashton-Warner, Sylvia. Teacher. New York: Simon & Schuster, 1963.

Bowman, Locke E., Jr. Planning Teacher Education in the Parish. Philadelphia: Geneva Press, 1967.

_____. Straight Talk About Teaching in Today's Church. Philadelphia: Westminster Press, 1967.

Brickell, Henry M. Organizing New York's State for Educational Change. Albany: State Education Department of New York, 1963.

Broholm, Richard R. Strategic Planning for Church Organization. Valley Forge: Judson Press, 1969.

Chaplin, Dora P. The Privilege of Teaching. New York: Morehouse Barlow, 1962.

Conant, James B. Two Moods of Thought. New York: Pocket Books, 1964.

Christian Faith and Action: Designs for an Educational System. Board of Christian Education, United Presbyterian Church in the U.S.A., 1970.

DeBoer, John C. Let's Plan. Philadelphia: Pilgrim Press, 1970.

Geyer, Nancy, and Shirley Noll. Team Building in Church Groups. Valley Forge: Judson Press, 1970.

Goudenough, E. W. Toward a Mature Faith. New Haven: Yale University Press, 1961.

Heath, Robert. New Curricula. New York: Harper & Row, 1965.

Jersild, Arthur T. When Teachers Face Themselves. New York: Teachers' College, Columbia University, 1955.

Khoobyar, Helen. Facing Adult Problems in Christian Education. Philadelphia: Westminster Press, 1963.

Silberman, Charles. Crisis in the Classroom. New York: Random House, 1970.

Study Opportunities for Professional Church Workers.
Annual comprehensive list of continuing education
for ministers, courses, seminars, conferences.
Nashville: Abingdon Press, 1969.

337517

THEOLOGY LIBRARY
CLAREMONT, CALIF.